

ESSENTIAL



# History of Ghana Primary 2

Teacher's Guide



CAMBRIDGE





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# **History of Ghana**

## **Primary 2**

**Teacher's Guide**

Jacob Agbedam • Dorothy Glover



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## WELCOME TO THIS HISTORY SERIES

Welcome to our History series for Ghana, which was specially developed for you and for the lower and upper primary (Basic 1–6) learners.

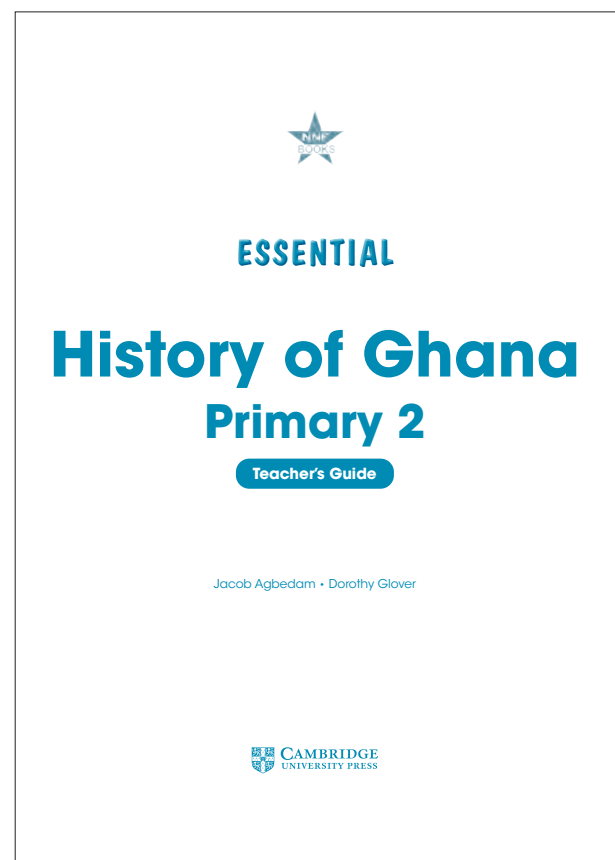
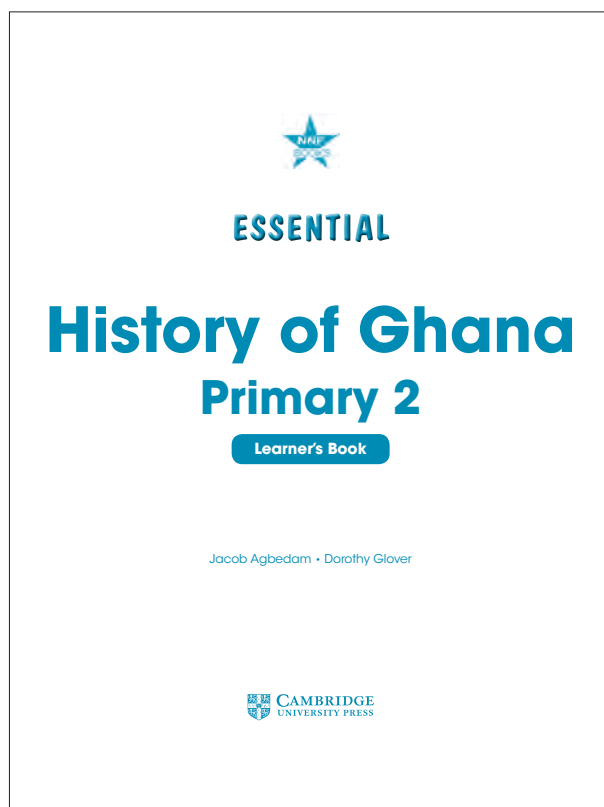
This Teacher's Guide works together with the History Learner's Book for Basic 2. We hope that you will find it an important and useful tool that will guide you with the teaching of History to your learners using a task-oriented and communicative approach. For further information, also consult the *History of Ghana Standards Based Curriculum (SBC) for Primary Schools 2019* and the *Resource Guide for the Orientation of Primary School Teachers Towards the Implementation of the Revised Curriculum* from the NaCCA.

Each Learner's Book and Teacher's Guide in this series follows History from the new curriculum for Ghana's primary schools. Both components of this series encourage the creation of a learning-centred classroom, offering many opportunities for learners

to engage in diverse, practical and interactive activities where all the curriculum strands, sub-strands, content standards, indicators, core skills, competencies and values are carefully addressed and aim to be achieved through meaningful real-life situations and examples.

This history series for Ghana integrates a learning-centred pedagogy with differentiation, scaffolding and the integration of Information and Communication Technology (ICT) as a teaching and learning tool for the achievement of some of the new expected outcomes.

This series further integrates the principles of assessment as learning, for learning and of learning, as well as the use of questioning. The suggested activities enable the consolidation of content and core skills, allowing for continuous monitoring and assessment.





## The Learner's Book

The user-friendly Learner's Book addresses the new History curriculum features and criteria with a clear and logical structure that incorporates these features.

### Strand openers:

- incorporate an activity to introduce the sub-strands that learners will explore
- allow for diagnostic assessment
- build excitement about the new content to be learnt
- prompt debates and content integration with ICT, where relevant and appropriate.

### My country Ghana

Strand 2



#### Let us learn about ...

##### Ghana

- In which region of Ghana do you live?
- What Ghanaian festivals do you celebrate with your family?
  - What traditional clothing do you wear at these festivals?
  - What food do you eat?

### Europeans in Ghana

Strand 3



#### Let us learn about ...

##### Early trade in Ghana

These pictures show some of the items that the Ghanaians and Europeans traded with one another long ago.



- Work in a group. Name as many of the items as you can.
- Which of these items do you still see in Ghana today? Tell your group.

### Text and content:

- use language that is appropriate to the level, age, knowledge and background of the learners
- are representative of Ghana's diversity
- have a good gender balance and portray no gender stereotypes.

### Strand 2: My country Ghana

#### The Ewe people

The Ewe ethnic group is the third largest group in Ghana. The Ewe people came to Ghana from three different areas:

- From Yoruba, in **Nigeria**
- From Ketu, in **Benin**
- From Tado and Notsie, in **Togo**.

The Ewe people speak these languages:

- Anlo
- Awuna
- Hudu Katafoa.

Find these three countries on a map of the world. You can search on the internet or look in a map book at the library.

I speak Anlo. 'Woé z' means 'Welcome'.



### Strand 2



A man weaving kente cloth on a hand loom



Clothing made from kente cloth

Women and girls wear dresses with different patterns. They also wear a patterned head scarf. Men and boys wear patterned robes that wrap around their body.

kente head scarf



### Illustrations and photos:

- are high-quality and representative of Ghana's diversity
- balance the text on every page and add to learners' understanding of the content
- have captions and labels that are simple, relevant, appropriate, and clear
- reflect a variety of learners (including learners with special needs)
- show no gender stereotypes.

### Strand 2: My country Ghana

#### The Akan people

The Akan ethnic group is the largest group in Ghana. They speak the Twi, Fante and Bia languages.

I speak Fante. 'Maa chi' means 'Good morning'.

I speak Twi. 'Akoaba, ete sen' means 'Welcome, how are you?'.

#### Traditional clothing of the Akan people

The Asante people of the Akan ethnic group make traditional kente cloth. This is a brightly coloured cloth with patterns, which is woven on a hand loom.

You will find many different things made from kente cloth in Ghana, such as clothing, hats, bags and carpets.



KEY WORD  
kente cloth

### Strand 2



A man weaving kente cloth on a hand loom



Clothing made from kente cloth

Women and girls wear dresses with different patterns. They also wear a patterned head scarf. Men and boys wear patterned robes that wrap around their body.

kente head scarf




### 'Did you know?' boxes:

- provide interesting facts and extra information.

### DID YOU KNOW?

In the Ewe culture, pearls are a symbol of beauty.

<p><b>Key word boxes and a Glossary:</b></p> <ul style="list-style-type: none"> <li>build subject-specific vocabulary gradually, giving learners the confidence to understand it clearly and apply it in context and through different exercises.</li> </ul>	<div> <div> <b>KEY WORDS</b> <p>ancestral graveyard forefathers freedom justice slave trade</p> </div> <div> <b>GLOSSARY</b> <p><b>A</b> <b>air force</b> the part of an army that flies planes <b>ancestors</b> people from your family who lived a long time ago <b>ancestral graveyard</b> where people from past history are buried <b>B</b> <b>barter</b> to swap things for other things without using money <b>beliefs</b> the things you believe in <b>Berber</b> a person from North Africa <b>British</b> people from Britain <b>C</b> same language <b>Europeans</b> people from Europe <b>exchanged</b> to swap items <b>F</b> <b>fermented</b> sugar that changes into alcohol <b>forefathers</b> the people in your family who lived a long time ago <b>freedom</b> when a person is free to do what they want <b>G</b> <b>generation</b> the people who are born and live at the same time <b>Gonia cloth</b> woven, with stripes</p> </div> </div>
<p><b>Tip boxes:</b></p> <ul style="list-style-type: none"> <li>give helpful tips and information.</li> </ul>	<div> <div> <b>TIPS</b> <ul style="list-style-type: none"> <li>Wait for the oldest male person to begin eating before you do.</li> <li>Eat from the part of the bowl in front of you. Never reach across the bowl to get to something.</li> <li>Take food with your right hand only. Do not use your left hand.</li> </ul> </div> </div>
<p><b>ICT boxes:</b></p> <ul style="list-style-type: none"> <li>include research activities</li> <li>emphasise the core competencies</li> <li>contain extra activities for multi-ability learning.</li> </ul>	<div> <div> <b>ICT</b> <ol style="list-style-type: none"> <li>Search for a video on the internet by using these search words: 'Anlo Keta Hogbetsotso festival Ghana'.</li> <li>In small groups, talk about what this festival is about.</li> </ol> </div> </div>
<p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>makes learning more relevant and contextual</li> <li>allows learners to apply their knowledge in different ways</li> <li>allows learners to demonstrate their ability to work independently</li> <li>demonstrates learners' ability to apply skills, such as critical thinking, problem solving, decision making, analysis, innovation, communication and creativity, as well as to do focused research using a variety of ways including ICT.</li> </ul>	<div> <div> <b>PROJECT</b> <p><b>Dutch wax prints</b> One of the items that the Dutch people brought to the Gold Coast to trade was the Dutch wax print. The patterns and symbols on this cotton cloth have special meanings. This symbol is in a triangular shape. You still see clothing made with Dutch wax print fabric in Ghana today.</p> <p><b>KEY WORD</b> symbols</p> <p><b>Make your own Dutch wax print</b> You will need: paperclip, paper, pencil, paint</p> </div> <div> <b>PROJECT</b> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Cut a potato into thick slices to make a stamp.</li> <li>Draw your wax print design for your stamp.</li> <li>Put the paper design over the cut potato.</li> <li>Use the end of a paperclip to make holes along the lines.</li> <li>Carve away the parts of the potato that you do not want to put paint on.</li> <li>Use the ends of the paperclip to add details.</li> <li>Use a paper towel to dry the stamp.</li> <li>Use a wet paintbrush to paint over the pattern part of your stamp.</li> <li>Press the stamp onto a piece of paper.</li> <li>Slowly lift the potato from the paper.</li> <li>Repeat to make a pattern.</li> <li>You now have your own wax print!</li> </ol> </div> </div>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>incorporate accurate and current individual, pair and group work activities that help learners to explore and practise what they have learnt</li> <li>address the curriculum content standards and core competencies</li> <li>are representative of the indicators and exemplars</li> <li>have instructions and text that are consistent and clearly presented to learners</li> <li>promote problem solving and subject understanding</li> <li>compensate for multi-ability learning</li> <li>allow learners to practise the core skills, in context and while engaging in practical activities.</li> </ul>	<div> <div> <b>Strand 2: My country Ghana</b> </div> <div> <b>Activity 8</b> <ol style="list-style-type: none"> <li>Design your own traditional cloth pattern of Ghana. Use these pictures for some ideas.</li> <li>What clothing could you make with your traditional cloth?</li> </ol>  </div> </div>



### Exercises:

- allow learners to answer questions about what they have learnt and consolidate learning.

**Exercise**

Fill in the missing words in each sentence. Use these words:

Fetri detsi    yam    Tuo Zaafi    Ga-Adangbe


Akan    left    plantain    right

a The traditional food eaten by the \_\_\_\_\_ people is kenkey.

b Mpoto mpoto is a traditional food that the \_\_\_\_\_ people eat.

c \_\_\_\_\_ is made with corn or millet flour and jute leaves.

d \_\_\_\_\_ is okra soup made with red oil.



mpoto mpoto

### Homework activities:

- let learners explore, build on and practise what they have learnt at school.

**HOMEWORK**

Find out more about some of the other ethnic groups who come from the regions below. You can ask your family members or search on the internet.

- Bono East Region
- Savannah Region
- Ahafo Region
- Western Region

### Revision activities:

- help learners to revise content
- feature self-assessment that give learners an opportunity to reflect on their knowledge and learning
- promote problem solving and subject understanding
- are representative of the indicators and exemplars
- provide opportunities to assess learners both formatively and summatively.

**REVISION**

Your teacher will give you a copy of this word search. See if you can find 13 items that the Ghanaian, West African and European people bartered with.

k	o	l	a	n	u	t	s	f
g	w	g	r	a	i	n	s	h
m	e	t	a	l	i	n	t	s
b	c	r	u	m	v	c	w	c
e	j	g	h	g	o	l	d	l
a	z	u	x	y	r	y	s	o
d	o	n	k	e	y	s	u	t
s	p	s	a	l	t	t	g	h
q	l	i	r	o	n	r	a	c
t	o	b	a	c	c	o	r	b

**Self-assessment**

I can ...

describe early trade between Ghanaians and the people from Europe.

role-play the barter trade with items brought

**REVISION**

1 Name the 16 regions of Ghana.

2 Which ethnic groups of Ghana live in these regions?  
a Volta Region b Ashanti Region c Northern Region

3 Fill in the missing words in the sentences below. Use these words:

akple    Guan    kenkey    Homowo    Fante    Damba

fishing    taboo    farming

a The Akan people speak the \_\_\_\_\_ language and the Guan people speak the \_\_\_\_\_ language.

b It is a \_\_\_\_\_ for Akan people to eat bats and birds.

c Two main kinds of work the people of Ghana do are \_\_\_\_\_ and \_\_\_\_\_.

d The Ga-Adangme people eat \_\_\_\_\_. The Ewe people eat \_\_\_\_\_.

e The Guan people celebrate the \_\_\_\_\_ festival. The Ga people celebrate the \_\_\_\_\_ festival.

**Self-assessment**

I can ...

### Assessment:

- provides an opportunity for learners and teachers to assess what they have learnt.

**ASSESSMENT**

1 Choose the correct answer.

a What do you call the trade where people exchange items they have for items they need without paying money?  
A Barter trade  
B Gold trade  
C Cloth trade (1)



b Who were the first European people to come to the Gold Coast?  
A The Dutch people  
B The British people  
C The Portuguese people (1)

c This item is one of the things the people of the Gold Coast could trade with the European people.  
A Guns  
B Gold  
C Iron (1)

2 Look at the pictures.

a Name the barter trade item shown in each picture. (4)

b Say if the European people or the people of the Gold Coast traded each item. (4)

a  b 

**ASSESSMENT**

1 Write the missing region or capital city of Ghana. (12)

a _____ Western Region	b _____ Volta Region
c _____ Region	d _____ Region
Kumasi	Sekondi
Greater Accra Region	Kofidua
d _____ Bono Region	e _____ Central Region
Tamale	Sunyani
g _____ Upper West Region	h _____ Bono East Region
Bolgatanga	Techiman
j _____ North East Region	k _____ Western North Region
Dambai	Nalerigu
l _____	m _____ Damongo


2 Choose the correct words to complete the sentences.

a The (Ewe/Akan) people live in the Ashanti Region. (1)

b The (Guan/Ewe) people speak the Anlo language. (1)

c The traditional cloth in this picture is (Gonja/ kente) cloth. (1)

d (Osu/Elmina) Castle was built by the Portuguese



### End-of-year exam:

- provides learners with an opportunity to check their knowledge and understanding of the work they have learnt during the year
- allows learners to practise exam-type questions and identify any gaps in their knowledge
- provides an additional opportunity for summative assessment.

**END-OF-YEAR EXAM**

b The Akan ethnic group speaks the \_\_\_\_\_ language.  
A Dagbani B Anlo C Twi (1)

4 Choose the correct word to complete each sentence. (1)




a The (Ewe/Akan) people live in the Ashanti Region. (1)

b The Mole-Dagbani people wear (batakari/genschi) smocks at festivals and celebrations. (1)

c The (Ga-Adangme/Guan) traditional dancers wear nyanigara necklaces when they perform. (1)

d The traditional food made with pounded yam is (fufu/kenkey). (1)

5 Name the traditional object shown in each picture. (3)

a  b  c 

6 Fill in the missing words to complete the sentences. Use these words to help you:  
Damba    Homowo    Hogbetsotso    Bugum    Adoe Kese

a The \_\_\_\_\_ festival is held in the Ashanti Region and the \_\_\_\_\_ festival is held in the Northern Region. (2)

**END-OF-YEAR EXAM**

8 Name three crafts that people do in Ghana. (3)

9 Write two sentences to describe an oath and a taboo. (2)

10 Name four historical places in Ghana. (4)

11 Which historical site teaches Ghanaians about the slave trade on the Gold Coast? (1)

12 What place did the Portuguese traders build in 1482? (1)

13 Match these women with the outstanding things they did for Ghana. (5)

a Mrs Elizabeth Ohene	First woman editor of a national newspaper
b Mrs Charity Zormelo-Fiawoo	First woman to graduate from university
c Squadron Leader Melody Danquah	First woman pilot
d Justice Joyce Bamford-Addo	First woman Speaker of Parliament
e Chief Justice Georgina Wood	First woman Chief Justice

14 Name three items the people of the Gold Coast had to trade with the European people. (3)

# INTRODUCTION

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. As an academic discipline, history helps to develop the imaginative abilities and critical thinking skills of learners. History is also a discipline that aims to impart to learners a range of important moral lessons, and provide them with guidelines for everyday living and interactions with people in society.

The objective of this Teacher's Guide is to make teaching and learning interesting, useful and enjoyable.

## Teaching philosophy

Through the learning of History, learners would, specifically, acquire:

- **critical thinking skills** by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with little or no supervision
- **creative thinking skills** to be able to reconstruct important past events confidently
- **digital literacy** by using IT tools and resources efficiently for investigations and project work
- **effective communication skills** to be able to share information at varied levels of interaction
- **values** to live as global citizens, as they learn about other people and cultures of the world.

## Learning philosophy

The History classroom should be learning-centred. Introduce the sub-strand and assist learners to describe and analyse issues raised, trace patterns of societal and human behaviour and, where possible, give their views on current events (in the country) based on their knowledge of the history of Ghana. Encourage learners to explore sub-strands through questioning.

The History curriculum is underpinned by seven historical concepts and classroom activities. Emphasise these important concepts in your daily learning, as they are aimed at promoting higher-order thinking among learners:

- context and chronology
- significance
- cause and consequence
- continuity and change
- similarity and difference
- evidence
- interpretation.

Therefore, through the teaching and learning of History, learners should:

- appreciate their personal history, as well as the history of their families, and their communities
- acquire the skill of gathering and objectively analysing historical data, using scientific methods, which will enable them to interpret past actions and behaviours of the people of Ghana from a Ghanaian perspective
- acquire more knowledge on the history of the people of Ghana
- apply historical concepts to the study of the history of Ghana
- develop a discerning approach to studying sources of historical evidence
- develop a sense of national consciousness and appreciate the factors that make for national unity
- acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement
- appreciate the relevance of the study of history in current and future development efforts of the nation.

## General aim of the curriculum

The curriculum is aimed at developing individuals to become literate, good problem-solvers, with the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

## Subject aims

The National Curriculum for the History of Ghana aims to ensure that learners can:

- trace Ghana's origins and its past glories
- develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens
- develop a critical understanding of the past and its impact on the present, to help them face the future with confidence
- explain how external factors have shaped the history of Ghana
- gain a sense of national consciousness, identity and appreciation of Ghanaian values, in order to help to instil values, such as tolerance, good citizenship and national pride
- study the History of Ghana in an enjoyable and stimulating environment

- make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

## Instructional expectations

The goal of introducing History of Ghana as a subject in the primary school is to effect positive change in the values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons that involve learners in the learning process. The enquiry approach of teaching is therefore encouraged in the History classroom. Learners should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources:

- **Primary sources** originate from the past. Essentially, primary sources are closer to the events in time and space. Examples could include pottery, wall paintings, carvings, coins, letters, newspapers, diaries, court records and verbal accounts from people who witnessed an event, archival documents and archaeological findings.
- **Secondary sources** relate to accounts about past events that were produced, based on interpretation of primary sources, e.g. books, journals, articles, etc.

Instructional expectations for your History lessons include the following:

- Plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of your learners.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning the History of Ghana.
- Encourage discourse among learners and challenge them to accept and share responsibility for their own learning, based on their unique individual differences.
- Use multiple methods to systematically gather data about learner understanding and ability in order to guide teaching and learning and to provide feedback to both learners and parents.
- Collaborate with colleagues within and across disciplines and grade levels to develop communities of learners who have the skills of enquiry and exhibit attitudes and social values conducive to learning.

As the teacher, you should serve as a facilitator by prompting learners to:

- observe and collect historical evidence

- interpret data as required
- build models
- develop projects.

The following activities are recommended:

- Sessions using different sources of historical evidence, including discussions with people with historical knowledge (resource persons) and visiting historic sites
- Debates among groups on various topics relating to history
- Projects using modern technologies to communicate findings clearly and effectively in the form of papers, exhibits/posters, drama and documentaries.

## Organisation of the curriculum

The curriculum is organised under Strands, Sub-strands, Content standards, Indicators and exemplifications. In this curriculum, 'Ghana' represents Pre-colonial and Post-colonial Ghana.

- **Strands** are the broad areas/sections of the History Curriculum to be studied.
- **Sub-strands** are larger groups of related indicators. Indicators from sub-strands may sometimes be closely related.
- **Content standards** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- **Indicators** are a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- **Exemplar** refers to support and guidance that clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be used to support the facilitators/teachers in the delivery of the curriculum.

The curriculum for Basic 2 is organised under two strands with four sub-strands:

- **Strand 2: My country Ghana**
  - **Sub-strand 1:** The people of Ghana
  - **Sub-strand 4:** Major historical locations
  - **Sub-strand 5:** Selected individuals
- **Strand 3: Europeans in Ghana**
  - **Sub-strand 2:** International trade including slave trade

### Time allocation

For adequate coverage of the curriculum, the following time allocation is advised for Basic 2: 4 periods of 30 minutes per week. Two periods should run consecutively for practical lessons and revision where needed.

### Classroom management

Most teachers in Ghana work with large classes, and are skilled in large-class methodologies. Here are a few reminders about group, pair and individual work that could be helpful with large classes.

#### Group work

Guide learners to form mixed ability groups.

Many of the activities, especially those related to listening and speaking, are done in groups. Group work needs to be carefully planned and used thoughtfully. For group work to be successful, the whole class has to be well behaved. Therefore, it is important for you to set very definite ground rules.

- Learners must listen to each other.
- They must give all group members the opportunity to share their ideas.
- They must be polite and courteous.
- Tell learners exactly how loudly they are expected to talk.
- Inform them as to whether they are allowed to get up out of their seats or not.
- Make them aware of the consequences if they do not adhere to the ground rules.
- If a learner misbehaves, it is usually best to remove them from the group and for them to complete the activity on their own.
- Have signals that will tell your learners that the activity is coming to an end or the noise level is getting too loud. For example, flicker the lights on and off or ring a bell. It is best not to use your voice as you will end up shouting to be heard above the group discussions.

Circulate and supervise. This is not free time for you. You need to listen to discussions, check if groups have understood the instructions and conduct informal assessments.

Vary groups. Three to five members per group is ideal. If groups are too large, you will usually find someone is not participating.

Guide learners to form mixed ability groups.

#### Pair work

Learners are often instructed to work in pairs – either with their desk mate, or with a partner. This is an ideal opportunity for learners to assist each other, and for them to assess each other.

- Working with a desk mate offers the least classroom disturbance. The learners are already seated side-by-side. They ask and answer questions during Picture talk, and they discuss the readings before they write comprehension answers individually.
- You may also guide learners to find a partner of similar abilities, so they may work together. In this way, they can proceed more quickly with the work, while you assist the slower pairs. Or learners can help one another with the task.

#### Individual work

Individual work usually follows a group discussion or a reading by you, the teacher. The learner will by now be familiar with the vocabulary required for the individual work, and will usually have been involved in a discussion about the text. This means that he or she is now ready to work alone and answer comprehension questions or write a paragraph.

While learners are working individually, walk around the classroom, checking what they are doing and offering help where it is needed.

### Learning domains (expected learning behaviours)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are discussed in the following text.

#### Knowledge, understanding and application

Under this domain, learners may acquire some knowledge through their learning experiences. They may show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesise knowledge by integrating various ideas to formulate a plan, solve a problem, compose a story or a piece of music.



Further, learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. The learning behaviours Knowing, Understanding, Applying, Analysing, Synthesising, Evaluating and Creating fall under the domain 'Knowledge, Understanding and Application'.

## Skills and processes

These are specific activities or tasks that indicate performance or proficiency in a given learning area. These skills and processes include Observing, Classifying, Comparing, Communicating/Reporting, Predicting, Analysing, Generating possibilities, Evaluating, Designing, Interpreting, Recording and Generalising.

## Attitudes and values

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others. The History Curriculum thus focuses on the development of these attitudes and values:

### Attitudes:

- **Curiosity** – This is the inclination or feeling toward seeking information about how things work in a variety of fields.
- **Perseverance** – This is the ability to pursue a problem until a satisfying solution is found.
- **Flexibility in idea** – This is the willingness to change opinion in the face of more plausible evidence.
- **Respect for evidence** – This is the willingness to collect and use data in one's investigation, and have respect for data collected by others.
- **Reflection** – This is the habit of critically reviewing ways in which an investigation has been carried out, to see possible faults and other ways by which the investigation could be improved upon.

### Values:

- **Respect** – This includes respect for the nation of Ghana, its institutions, laws, culture and respect among its citizens and friends of Ghana.
- **Diversity** – Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught

to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum therefore promotes social cohesion.

- **Equity** – The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources, based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds that require the provision of equal opportunities to all and that all strive to care for one another, both personally and professionally.
- **Commitment to achieving excellence** – Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.
- **Teamwork/collaboration** – Learners are encouraged to participate in team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all people.
- **Truth and integrity** – The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences. In addition, they should be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners should be true to themselves and be willing to live the values of honesty and compassion. Equally importantly, the ethos or culture of the workplace, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

## Methodology

History is a talking subject and teaching it is quite different compared to teaching other subjects. Learners are more likely to respond positively to the subject when their teachers are enthusiastic and energetic, and adopt an innovative approach to their delivery of the content.

Look for ideas to challenge learners other than only using written work. A creative and interactive learning environment makes learning fun and inspires more positive reactions from learners. It helps them develop the required imaginative and critical thinking skills and takes away the feeling of learning under duress.

Creative and interactive teaching and learning includes the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes that are assessed continuously, and feedback that is provided to the learner and other stakeholders, such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes.

The curriculum emphasises:

- the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies ensure learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies to ensure that no learner is left behind
- the use of ICT as a pedagogical tool
- the identification of subject-specific instructional expectations needed to make learning in the subject relevant to learners
- the integration of assessment for learning, as learning and of learning into the teaching and learning process, and as an accountability strategy
- the use of questioning techniques that promote deeper learning.

### Learning-centred pedagogy

As the teacher, you should create a learning atmosphere that ensures that:

- learners feel safe and accepted
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways
- the teacher assumes the position of a facilitator or coach who helps learners to identify a problem that is suitable for investigation via project work
- problems are connected to the context of the learners' world so that it presents authentic opportunities for learning
- subject matter is centred around the problem, not the discipline
- learners responsibly define their learning experience and draw up a plan to solve the problem in question
- learners collaborate while learning
- learners demonstrate the results of their learning through a product or performance
- it is more productive for learners to find answers to their own questions, rather than for teachers

to provide the answers and their opinions in a learning-centred classroom.

### Inclusion

Inclusion entails access and learning for all learners, especially those who are disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met.

The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life)
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

### Differentiation and scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and scaffolding are pedagogical approaches to be used within the context of the creative approaches:

- **Differentiation** is a process by which differences between learners (learning styles, interest, readiness to learn, etc.) are accommodated so that all learners in a group have the best possible chance of learning. Differentiation could be by task, support and outcome.
- **Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

Differentiation and scaffolding involve breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engaging them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure that learners have developed a thorough understanding of the text before engaging them to read the full text.



In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners to enable teachers to adapt their teaching. This will in turn help learners to progress steadily in the areas where they need to improve.

Assessment is viewed in terms of Assessment as learning and Assessment as, for and of learning.

- **Assessment as learning:** This relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility of their own learning to improve. Learners set their own goals and monitor their progress towards these goals.
- **Assessment for learning:** This occurs throughout the learning process. It is an approach used to seek and interpret evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

## Scaffolding

A spiral approach has been adopted in the course. The content begins with the learner's immediate environment, broadening to an exploration of his or her wider community, and finally extending to the wider world. Through active participation in activities, learners get to develop appropriate value systems and contextual understanding.

Effective teaching and learning in History depends upon the use of actively participatory methods.

These include the following:

- Discussion
- Drama, role play and simulation
- Song and dance
- Case studies and interviews
- Research
- Miming
- e-Learning
- Group work
- Question and answer
- Games.

Ghanaian content and examples have been used wherever relevant and appropriate to enhance understanding and provide opportunities for learners to apply their acquired knowledge to real-world situations.

Gender-sensitive issues and the representation of people with special learning difficulties successfully operating in normal life are emphasised to ensure inclusivity and avoid stereotyping. This emphasis is interwoven closely with the consistent development and promotion of requisite attitudes and values, such as curiosity, perseverance, flexibility in ideas, respect, commitment to achieving excellence, teamwork and collaboration, truth and integrity, as well as an inherent appreciation of Ghana's cultural, ethnic and environmental diversity.

In addition to gender equality and equity, and inclusive education, other issues addressed in relevant contexts include:

- comprehensive sexuality education
- energy efficiency and conservation
- anti-corruption
- climate change
- green economies
- sanitation
- road safety.

This approach will help to achieve the key goals of the curriculum, which are to build character, nurture values and raise literate, confident and engaged citizens who are able to think critically and take responsibility for themselves and others.

## Core competencies

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented below describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

### 1. Critical thinking and problem solving (CP)

This competence develops learners' cognitive and reasoning abilities to enable them to analyse and solve problems.

### 2. Creativity and innovation (CI)

This competence promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.

### 3. Communication and collaboration (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences.

### 4. Cultural identity and global citizenship (CG)

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens.

### 5. Personal development and leadership (PL)

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, and fulfilling dreams and aspirations.

### 6. Digital Literacy (DL)

Digital Literacy develops learners to discover, acquire and communicate information through ICT to support their learning. It also helps to make them use digital media responsibly.

## Teaching instructions

The teaching instructions provide suggestions for each of three phases (Phase 1, Phase 2 and Phase 3) in the lesson plans. Several suggestions are provided for each phase, so that there are sufficient options to cover all of the required lesson plans for the relevant exemplar(s) in that section of content.

## Activities

Learners enjoy exploring; getting them involved in related activities is a fun way to reinforce what has been taught. As a facilitator, you can arrange excursions to cultural centres, museums or Parliament.

Relating the lesson to current national and international events and inviting guest speakers into your classroom to elaborate on topics are also fun activities that can be adopted but do not underestimate the application of group work, debates and research work, designing posters and paintings, and so on. These are all excellent ways of making the History lessons interactive.

The types of activities used to ensure on-level, age-appropriate and multi-ability learning include:

- true or false activities
- cloze activities
- role play
- songs and games
- crosswords and word searches
- matching activities
- case studies (for the higher grades) and interviews
- diary entries, newspaper articles, brochures, posters and timelines.

## Use of ICT

To be successful in life, it is essential to have knowledge of ICTs. ICT is an abbreviation for Information and Communication Technology. It includes the following:

- Laptop or desktop computers
- Smartphones
- Tablets
- CD players
- Projectors
- Calculators
- Radios
- Cameras
- Television sets
- Computer and related software, such as Microsoft Office packages (Word, PowerPoint and Excel).

ICTs are useful teaching tools in the classroom. The internet can be accessed on laptop or desktop computers, tablets or smartphones. Try to use whatever resources you have available to assist you in your teaching and learning programme. Here are some ideas for how to do this:

- Listening to recorded texts is an excellent way of enlisting learners' attention and observing them at the same time. Recordings that support the sub-strands in the curriculum can be found on CDs or online, or you can make your own.
- Project and research work is important in the learning process. Teachers and learners can use the internet to find information and do research. Learners can also watch video clips that give more information about topics they are learning about.
- The internet gives access to a wide range of visual material, which can be used to support the learning process. This is particularly useful for learners with a limited frame of reference, and who can benefit from visual support in order to understand environments that are foreign to them, for example the city for rural learners, and the ocean for learners who have never seen the ocean. Visual material on the internet includes video clips, animated applications and images.
- You can enhance your teaching by using websites to access material online for extension or assessment purposes. In the section of this Teacher's Guide that offers guidance to the activities in the History Basic 1 Learner's Book, specific suggestions are made regarding the use of ICTs. However, the extent to which you can use ICTs in the classroom depends on the access that your school has to them. Some schools have internet connections and can access the internet to use a wide variety of applications, such as resource websites, video channels, live

interviews, and so on. However, if a connection is not available, the internet can be accessed through cellular data on tablets or smartphones. If you are in a situation where you have access to the internet and the relevant applications only outside of the classroom, then you can download material and play these offline in the classroom.

## Assessment

In this curriculum, assessment is emphasised as a tool to promote learning by all. Its purpose is to identify the strengths and weaknesses of learners, and in so doing, to enable teachers to adapt their teaching. This will, in turn, help learners to progress steadily in the areas in which they need to improve.

Assessment is viewed in terms of Assessment as learning, Assessment for learning and Assessment of learning.

- **Assessment as learning:** This relates to engaging learners to reflect on the expectations of their learning. They are assisted to know their roles and take responsibility for their own learning. Learners set their own goals and monitor their progress towards these goals.
- **Assessment for learning:** This occurs throughout the learning process. It is an approach that seeks and interprets evidence, which serves as timely feedback for teachers to refine their teaching strategies in order to improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.
- **Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate each learner's cumulative progress and achievement.

Making sure that learners have actually absorbed the lessons taught and not just had fun through the entire lesson is equally important. There are assessments at the end of each lesson in the Learner's Book that are useful tools for reinforcement of lessons taught. You can also adopt other forms of assessment during the lessons to ensure learners are on the same level of understanding. Some of these assessments include the following:

### 1. Diagnostic assessment

This examines learners' prior knowledge and is used to establish links to the new lesson:

- Test learners' prior knowledge by asking them to respond to key words, names and dates related to the next sub-strand
- Ask learners to define key words and terms.

### 2. Formative assessment

Formative assessment is the methods that teachers use to evaluate and assess a learner's ability to understand and apply what they have learnt during a lesson. This also gives teachers the opportunity to continually assess learners and to use this assessment to address their learning needs, the progress they have made, and to address any barriers to learning or learning difficulties that they may have.

Formative assessment in the form of teacher observations and assessments, as well as self-assessment and peer-assessment done by the learners, will help to identify areas of difficulty so that these areas can be targeted and any problems addressed immediately before moving on to the next section of work.

Formative assessment is an important step in the teaching and learning process. It allows you as the teacher to observe your learners in a wide variety of learning situations and to collect, record and use this information, which you can then use to inform further teaching and learning.

You should use different types of formative assessment to address the different learning abilities of the learners in your class. These assessments could take the form of formal and informal observations during whole class and individual, pair and group work activities, through the assessing of written work, projects, tasks and tests.

You can record your assessments as short notes in a record book or as a simple checklist on a class list of learners' names.

### 3. Summative assessment

Summative assessment is used to test whether the learners have achieved the objectives of the whole unit or series of topics, or a whole semester, term or year's work.

### School-Based Assessment

The new SBA system provides schools with an internal assessment system.

Level of Proficiency	Equivalent Numerical Grade	Meaning	Grade descriptor
1	80% +	Advance (A)	Learner exceeds core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic performance tasks
2	75-79%	Proficient (P)	Learner develops fundamental knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3	70-74%	Approaching Proficiency (AP)	Learner develops fundamental knowledge and skills and core understanding; with little guidance; can transfer understanding through authentic performance task
4	65-69%	Developing (D)	Learner possesses the minimum knowledge and skills but needs help throughout the performance of authentic task
5	64% and below	Beginning (B)	Student is struggling with his/her understanding due to lack of essential knowledge and skills

The SBA consists of twelve assessments a year. These include:

- End-of-month/Strand tests
- Homework assignments (specially designed for SBA);
- A project.

To guarantee adequate time for the course coverage and assessment, lessons must be planned in advance for the week or the month. The best advice is to be well-informed about the lesson content and teach with passion. The facilitator is always the best person to decide how to adapt lessons and diverge from set time frames in order to accommodate the capabilities of learners. Irrespective of the time frame, each lesson should be as interactive and enjoyable as possible to ensure the attentiveness and involvement of every learner.

Be positive and confident about the subject matter and explicit in your directions to learners about what they need to do. Remember: Your attitude in delivering the lessons will definitely determine the attitude of the learners towards the lesson!

### Resources

There is a Resources section on pages 75–99 of this Teacher's Guide, with additional resources you can use during your History lessons. Each resource is linked to a specific section of work in the Learner's Book. You can adapt these resources as needed to suit the ability levels of the learners in your class.

### Planning your teaching

This section in the Teacher's Guide aims to help you, the teacher, think about planning your teaching and to further develop the skills you already have.

The planning of lessons aims to ensure that the objectives of learning are met. It is never easy to find time to plan every lesson, particularly in Ghanaian schools where classes are often large and workloads heavy. Yet, without planning our lessons, we might well become disorganised and will not achieve the learning objectives.

Planning gives the teacher the opportunity to mobilise enough teaching and learning resources and to avoid challenges that might arise during instructional time.

It is absolutely vital that you have read the Learner's Book before teaching any lesson and that you have planned how you are going to develop your material for the classroom. This Teacher's Guide aims to help you in that process and to give you ideas as to how each lesson can be conducted.

Before each term begins, spend some time going through each of the strands and sub-strands you

need to cover in that term. Work out how much time you might need to cover each of them. Determine how you will find relevant and sufficient teaching and learning resources. You will be able to check and revise your estimate after the first few lessons. Be adaptable, as some units will take more time than you had planned. Have some materials at hand to fully engage those students who finish early. These materials could take the form of revision for a test, a class game or a plan for a discussion or debate.

## Know the curriculum well

Knowing the curriculum well will help you in your lesson preparation, especially your scheme of learning, learning plan and even preparation for the year's work. It would be beneficial to read and perhaps note down the titles of themes and to summarise the more detailed pages. It will also help you to know what the curriculum sets out to achieve and what you should be looking for in assessing learners' progress termly and yearly.

Teachers are expected to give weightings to learners' progress of work in the following ways:

- Learners need to have increased their **knowledge and understanding** of the facts and concepts of the course. This is weighted at **30%** of the expected achievement. The curriculum developers say that knowledge is not everything.
- Learners **should know how to apply this knowledge** to given situations. This is weighted at **30%**. They say that the application of knowledge is just as important as gaining that knowledge.
- The most important aims concern, however, are learners' **attitudes, values and process skills**. These are weighted at **40%**.

This is very **different from traditional educational aims**, which overemphasised the importance of knowledge.

When preparing lessons, you need to keep in mind the general aims and profile dimensions so that they include the following:

- **the facts** and how these can best be understood
- **practical work** designed to illustrate how the learners' new knowledge and understanding can be put into practice
- **overall development** of beneficial values and attitudes.

This does not mean that every lesson should contain all three elements. That is too much to ask. A theoretical lesson can, for example, be followed

by a practical lesson and then by a class discussion directed towards building principles and values.

Combining teaching facts and practice might seem very difficult for a new teacher. Feel free to talk to more experienced members of staff and ask for help. They know how to combine the teaching of facts with practice and the building of values.

## Scheme of learning

Never go into a class unprepared, even if you have taught a lesson many times before. Have your ideas, plans and materials ready. You should make sure you are confident with your material. Classes are easier to manage and learners behave better when a lesson is organised well.

- You might want to develop a regular pattern such as the following:
- A brief period of revision. What did we do last time?
- The introduction of new material, given in the form of a class lesson.
- Activities, undertaken in pairs, groups or individually.
- A class discussion of what everyone has done.
- Reflection on what has been taught.

When learners are used to being occupied the whole time, they tend to be more cooperative and to value the lesson more.

## Points to remember in preparing a scheme of learning

Important points to remember when developing a scheme of learning are the following:

- Know your curriculum.
- Make a preliminary plan based on the time you think you will need to cover each unit.
- Be prepared to change that plan as you learn how much time each theme really takes.
- Take into account school events which take up time (for example, examinations and special occasions). Leave some spare time in your planning. Very few timetables work out absolutely perfectly. Learners, especially at the higher levels, can be very critical if they think a curriculum has not been covered or if it is rushed and they cannot keep up.
- Always remember that facts are only a part of education. Keep in mind the skills you wish to develop, particularly those of easy communication, of cooperation and the development of mutual tolerance and respect.



- Make sure you have all the materials ready and at hand for each lesson. If classes are sharing resources, make sure the ones you want are available when you want them. Before you start any theme, revise your aims and work out how you will determine if you have achieved them. This is called **evaluation**.
- When preparing materials and activities, take into account the different abilities of your learners. Try to organise additional activities for the quicker learners to give you time to help those who are finding the lesson difficult. This Teacher's Resource Pack will help you to plan further activities.

### Useful teaching tips

#### Teaching tip 1: Keep learners occupied

One of the most important skills in classroom management, is the ability to ensure your learners are occupied for the whole lesson. If a group has finished a task and the learners have nothing else to do, they are likely to become disruptive. To counter this, break up your lesson into different parts and include the following:

- full class work
- individual work
- practical activities.

#### Teaching tip 2: Earn respect

The teacher needs to earn respect by being punctual, clean, tidy and knowledgeable. Learners need to know that when a teacher asks for silence, he or she means it and will not continue until there is silence. The first few lessons are important to ensure that the teacher's expectations are evident to learners very early on.

#### Teaching tip 3: Mark work promptly and efficiently

When you have a large class, the marking of learners' work can become a burden. If it is postponed, the burden can become unbearable. Learners need to have their work marked and returned promptly with constructive criticism and as much encouragement as possible.

Some marking of work can be done by learners themselves by swapping papers.

You can mark work in class while you are going round supervising and encouraging the learners as they work. This has the advantage of offering instant praise and correction.

Do not let your marking pile up from one day or one week to another.

It is important to create an atmosphere of trust in which learners feel confident enough to ask questions without feeling embarrassed. Learners should never be allowed to make fun of a learner who asks a question to which other learners already know the answer. Make it clear that such a response is not acceptable.

#### Teaching tip 4: Use the local environment

The study of History is about the whole of your learners' physical, social and cultural surroundings. Your resources are all around you – inside and outside of the classroom. Do not rely solely on the written word or pictures. Use your own knowledge and that of your learners about the world around you.

- **Go outside and look with new eyes at your surroundings.** Take the learners out into the environment (farms, rivers, lakes, the sea shore, offices, workshops, factories) and encourage them to do the same on their own.
- **Invite people to the school** to talk about their roles in the community (farmers, nurses, engineers, councillors)
- **Make the most of local examples.** You could look outside when it is raining and show learners how miniature streams are created, for example. You could encourage learners to look at the sky when they are on the playground to learn about the different types of clouds and what they might indicate about future weather.

Learners could learn about the economics of running a business from the local shop owner or from local market traders.

*Enjoy your History teaching experience.*



## Scope and sequence matrix

Strand	Sub-strand	Basic 2
History as a subject	Why and how we study history	
	The learner's own history	
	Family history	
	Community history	
My country Ghana	The people of Ghana	✓
	Inter-group relations	
	How Ghana got its name	
	Major historical locations	✓
	Selected individuals	✓
Europeans in Ghana	Arrival of Europeans	
	International trade including slave trade	✓
	Missionary activities	
	Impact of European presence	
Colonisation and developments under colonial rule in Ghana	Establishing colonial rule in Ghana	
	Social development	
	Economic development	
	Political development	
Journey to independence	Early protest movements	
	Formation of political parties	
	The 1948 riots	
	Ghana gains independence	
Independent Ghana	The Republics	
	Military rule	

## Scheme of Learning by term

### Term 1

Week	Time allocation/Period	Section
1	30 mins (1 period)	<b>Teach content:</b> The people of Ghana (revise prior learning from Basic 1) <b>Learners do:</b> Let us learn about ... activity (page 1)
	30 mins (1 period)	
	1 hour (2 periods)	
2	30 mins (1 period)	<b>Teach content:</b> The regions and capital cities of Ghana <b>Learners do:</b> Activity 1; Activity 2; Activity 3
	1 hour (2 periods)	
	30 mins (1 period)	
3	30 mins (1 period)	<b>Teach content:</b> The people of Ghana and where they live
	1 hour (2 periods)	
	30 mins (1 period)	
4	30 mins (1 period)	<b>Teach content:</b> The ethnic groups of Ghana <b>Learners do:</b> Homework (page 10); Activity 4 and Exercises 1 and 2
	1 hour (2 periods)	
	30 mins (1 period)	
5	1 hour (2 periods)	<b>Teach content:</b> Other ethnic groups in Ghana <b>Learners do:</b> Activity 5; Homework (page 13)
	30 mins (1 period)	
	30 mins (1 period)	
6	30 mins (1 period)	<b>Teach content:</b> Characteristics of the major ethnic groups; The Akan <b>Learners do:</b> Activity 6
	1 hour (2 periods)	
	30 mins (1 period)	
7	30 mins (1 period)	<b>Teach content:</b> The Ewe; The Mole-Dagbani <b>Learners do:</b> ICT activities (pages 16 and 18), Activity 7
	1 hour (2 periods)	
	30 mins (1 period)	
8	30 mins (1 period)	<b>Teach content:</b> The Guan and the Gonja
	1 hour (2 periods)	
	30 mins (1 period)	
9	30 mins (1 period)	<b>Teach content:</b> The Ga-Adangbe <b>Learners do:</b> ICT activity (page 22)
	1 hour (2 periods)	
	30 mins (1 period)	
10	30 mins (1 period)	<b>Learners do:</b> Activity 8; Exercise 3 and Activity 9
	1 hour (2 periods)	
	30 mins (1 period)	
11	30 mins (1 period)	<b>Teach content:</b> The people of Ghana and the food they eat <b>Learners do:</b> ICT activity (page 28)
	1 hour (2 periods)	
	30 mins (1 period)	
12	30 mins (1 period)	<b>Teach content:</b> The people of Ghana and the food they eat (continued) <b>Learners do:</b> Activity 10; Exercise 4; Homework (page 31)
	1 hour (2 periods)	
	30 mins (1 period)	

## Term 2

Week	Time allocation/Period	Section
13	30 mins (1 period)	<b>Teach content:</b> Festivals and celebrations <b>Learners do:</b> Activity 11 and Homework (page 33)
	30 mins (1 period)	
	1 hour (2 periods)	
14	30 mins (1 period)	<b>Teach content:</b> Festivals and celebrations (continued) <b>Learners do:</b> ICT activity (page 37); Activity 12 and Exercise 5
	1 hour (2 periods)	
	30 mins (1 period)	
15	30 mins (1 period)	<b>Teach content:</b> The work people do <b>Learners do:</b> Activity 13
	1 hour (2 periods)	
	30 mins (1 period)	
16	30 mins (1 period)	<b>Teach content:</b> Traditional leaders <b>Learners do:</b> Activity 14
	1 hour (2 periods)	
	30 mins (1 period)	
17	1 hour (2 periods)	<b>Teach content:</b> Oaths and Taboos <b>Learners do:</b> ICT activity (page 44); Homework Activity (page 44) and Exercise 6
	30 mins (1 period)	
	30 mins (1 period)	
18	30 mins (1 period)	<b>Teach content:</b> Revision <b>Learners do:</b> Revision exercise and Self-Assessment
	1 hour (2 periods)	
	30 mins (1 period)	
19	30 mins (1 period)	<b>Teach content:</b> Major historical locations
	1 hour (2 periods)	
	30 mins (1 period)	
20	30 mins (1 period)	<b>Teach content:</b> Forts <b>Learners do:</b> Activity 15; Exercise 7
	1 hour (2 periods)	
	30 mins (1 period)	
21	30 mins (1 period)	<b>Teach content:</b> Assin Manso Slave Site <b>Learners do:</b> Activity 16
	1 hour (2 periods)	
	30 mins (1 period)	
22	30 mins (1 period)	<b>Teach content:</b> Kumasi Fort and Military Museum Okomfo Anokye Sword Site <b>Learners do:</b> ICT activities (page 56)
	1 hour (2 periods)	
	30 mins (1 period)	
23	30 mins (1 period)	<b>Teach content:</b> Larabanga Mosque <b>Learners do:</b> Activity 17 and Exercise 8
	1-hour (2 periods)	
	30 mins (1 period)	
24	30 mins (1 period)	<b>Teach content:</b> Revision <b>Learners do:</b> Revision exercise and Self-assessment
	1 hour (2 periods)	
	30 mins (1 period)	

## Term 3

Week	Time allocation/Period	Section
25	30 mins (1 period)	<b>Teach content:</b> Outstanding women in the history of Ghana
	30 mins (1 period)	
	1 hour (2 periods)	
26	30 mins (1 period)	<b>Teach content:</b> Outstanding women in the history of Ghana (continued) <b>Learners do:</b> Homework activity (page 68)
	1 hour (2 periods)	
	30 mins (1 period)	
27	30 mins (1 period)	<b>Teach content:</b> The first Ghanaian woman to become Speaker of Parliament <b>Learners do:</b> Activity 17; Exercise 9
	1-hour (2 periods)	
	30 mins (1 period)	
28	30 mins (1 period)	<b>Teach content:</b> What woman in your community do you admire? Summary and Revision <b>Learners do:</b> Activity 18; Revision exercise and Self-assessment activity
	1 hour (2 periods)	
	30 mins (1 period)	
29	1 hour (2 periods)	<b>Content:</b> Assessment of Strand 2 work <b>Learners do:</b> Revision exercise; Self-Assessment and reflection on their learning
	30 mins (1 period)	
	30 mins (1 period)	
30	30 mins (1 period)	<b>Teach content:</b> Europeans in Ghana; International trade including slave trade <b>Learners do:</b> Starter Activity (page 77); Activity 19
	1 hour (2 periods)	
	30 mins (1 period)	
31	30 mins (1 period)	<b>Teach content:</b> Early trade between the people of Ghana and Europe
	1 hour (2 periods)	
	30 mins (1 period)	
32	30 mins (1 period)	<b>Teach content:</b> The gold trade <b>Learners do:</b> Activity 20; Activity 21; ICT activity (page 84); Activity 22
	1 hour (2 periods)	
	30 mins (1 period)	
33	30 mins (1 period)	<b>Teach content:</b> The slave trade <b>Learners do:</b> Exercise 10 and Activity 23
	1 hour (2 periods)	
	30 mins (1 period)	
34	30 mins (1 period)	<b>Teach content:</b> Dutch wax prints Project <b>Learners do:</b> Project
	1 hour (2 periods)	
	30 mins (1 period)	
35	30 mins (1 period)	<b>Teach content:</b> Revision and Assessment <b>Learners do:</b> Revision exercise; Self-assessment; and Assessment exercise
	1 hour (2 periods)	
	30 mins (1 period)	
36	30 mins (1 period)	<b>Content:</b> End-of-year exam <b>Learners do:</b> End-of-year exam
	1 hour (2 periods)	
	30 mins (1 period)	

## Integration, core competencies and learning domain matrixes

Strand 2: My country Ghana Sub-strand 1: The people Of Ghana	Learner's Book pages 1–47
<b>Subject integration</b>	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital Literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
<b>Inclusion</b>	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>Strand opener activity page 1</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>Activity 1</li> <li>Activity 2</li> <li>Activity 3</li> <li>Homework</li> <li>Activity 4</li> <li>Exercises 1 and 2</li> <li>Activity 5</li> <li>Activity 6</li> <li>Activity 7</li> <li>Activity 8</li> <li>Exercise 3</li> <li>Activity 9</li> <li>Activity 10</li> <li>Exercise 4</li> <li>Homework</li> <li>Activity 11</li> <li>Homework</li> </ul>

Strand 2: My country Ghana Sub-strand 1: The people Of Ghana	Learner's Book pages 1–47
Assessment (continued)	<ul style="list-style-type: none"> <li>• Activity 12</li> <li>• Exercise</li> <li>• Activity 13</li> <li>• Activity 14</li> <li>• Homework</li> <li>• Exercise</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• End-of-year exam</li> </ul>

Strand 2: My country Ghana Sub-strand 4: Major historical locations	Learner's Book pages 48–62
Subject integration	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
Core skills and competencies	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital Literacy (DL)
Contemporary issues	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
Curriculum values	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
Learning domain: Knowledge, understanding and application	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
Learning domain: Skills and processes	Observing; classifying; comparing; communicating/reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
Learning domain: Attitudes	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
Inclusion	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners.
Assessment	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>• Activity 15</li> <li>• Activity 16</li> <li>• Activity 17</li> <li>• Exercise 8</li> </ul> <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• End-of-year exam</li> </ul>



Strand 2: My country Ghana Sub-strand 5: Selected individuals	Learner's Book pages 63–76
<b>Subject integration</b>	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital Literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating/ reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
<b>Inclusion</b>	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners. Then they can work together to ...
<b>Assessment</b>	<b>Formative assessment:</b> <ul style="list-style-type: none"> <li>Activity 19</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>Revision</li> <li>Self-assessment test</li> <li>End-of-year exam</li> </ul>

<b>Strand 3: Europeans in Ghana</b> <b>Sub-strand 2: International trade including slave trade</b>	<b>Learner's Book pages 77–94</b>
<b>Subject integration</b>	Numeracy; Language and literacy; Creative Arts; Science; Our world and our people; Religious and moral instruction; Physical education
<b>Core skills and competencies</b>	Critical thinking and problem solving (CP) Creativity and innovation (CI) Communication and collaboration (CC) Cultural identity and global citizenship (CG) Personal development and leadership (PL) Digital Literacy (DL)
<b>Contemporary issues</b>	Gender equality and equity; inclusive education; comprehensive sexuality education; energy efficiency and energy conservation; anti-corruption; climatic change; green economy; sanitation; road safety
<b>Curriculum values</b>	Respect; diversity; equity; commitment to achieving excellence; teamwork and collaboration; truth and integrity
<b>Learning domain: Knowledge, understanding and application</b>	Knowing; understanding; applying; analysis; synthesising; evaluating; creating
<b>Learning domain: Skills and processes</b>	Observing; classifying; comparing; communicating reporting; predicting; analysing; generating possibilities; evaluating; designing; measuring; interpreting; recording; generalising; designing of experiments
<b>Learning domain: Attitudes</b>	Commitment; tolerance; patriotism; flexibility in ideas; respect for evidence; reflection; comportment; cooperation; responsibility; environmental awareness; respect for the Rule of Law
<b>Inclusion</b>	Place special needs learners and able learners in the same groups. Able learners, for example, can describe the photographs to visually-impaired learners. Then they can work together to ...
<b>Assessment</b>	<b>Diagnostic assessment:</b> <ul style="list-style-type: none"> <li>• Strand opener activity</li> </ul> <b>Formative assessment:</b> <ul style="list-style-type: none"> <li>• Activity 20</li> <li>• Activity 21</li> <li>• Activity 22</li> <li>• Exercise 10</li> <li>• Activity 23</li> </ul> <b>Summative assessment:</b> <ul style="list-style-type: none"> <li>• Revision page 92</li> <li>• Self-assessment test</li> <li>• End-of-year examination</li> </ul>

## Curriculum reference numbering system

The examples below explain the reference numbering system used in the curriculum document.

*Example: B1.2.3.4.1*

Annotation	Meaning/Representation
<b>B1.</b>	Year/class
<b>1</b>	Strand number
<b>2</b>	Sub-strand number
<b>3</b>	Content standard number
<b>4</b>	Learning indicator number

Strand 2: My country Ghana Sub-strand 4: Major historical locations			
KG I	KG2	KG3	KG4
<b>KG1.1.2.1</b> Demonstrate understanding of their own individual history.	<b>KG2.1.2.1</b> Recount history about themselves and their families.	<b>B1.1.1.1</b> Show understanding of history as part of everyday life.	<b>B4.1.1.1</b> Show understanding of importance of studying history.
<b>KG1.1.2.1.1</b> Share information about themselves and acknowledge that since they are past, they qualify to be called history.	<b>KG2.1.2.1.1</b> Share more detailed information about themselves, e.g. where they were born and their hometowns.	<b>B1.1.1.1.1</b> Explain that history deals with past human activities.	<b>B4.1.1.1.1</b> Explain how history defines our identity as Ghanaians – Akan, Ewe, Gonja, etc.

## Content standards, Indicators, Subject Specific Practices and Core Competencies

Strand 2: My country Ghana Sub-strand 1: The people of Ghana		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
<b>B2.2.1.1</b> Demonstrate knowledge of the ethnic groups in Ghana.	Learners enhance their cultural identity, critical thinking, and digital literacy, as they identify the various ethnic groups.	<b>B2.2.1.1.1</b> Identify the ethnic groups in each region in Ghana. <i>Enquiry route: Which ethnic groups are there in your region?</i>
		1. Identify the administrative regions of Ghana.
		2. Locate the ethnic groups in each region on a map of Ghana.
		3. With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana.
		4. Match the ethnic groups with their region
<b>B2.2.1.1</b> Show understanding of the characteristics of some of the ethnic groups in Ghana.	As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerance and collaborate with others.	5. List the administrative regions in the order in which they were created (starting with the oldest region).
		<b>B2.2.1.1.1</b> State the characteristics of the ethnic groups in Ghana. <i>Enquiry route: What are the characteristics of the ethnic groups? What differentiates one ethnic group from the other?</i>
		1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths, etc.) of some of the ethnic groups in Ghana.
		2. Show documentary/pictures/internet of a festival of one of the ethnic groups.
		3. Discuss what the documentary entails.

Strand 2: My country Ghana Sub-strand 4: Major historical locations		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
<b>B2.2.4.1</b> Exhibit knowledge of the history of the major historical locations in Ghana	The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.	<b>B2.2.4.1.1</b> Discuss the history of Ghana's major historical locations. Examples include Kumasi Military Museum, Komfo Anokye Sword, Assin Manso Slave Site, Gbewaa Palace. <i>Enquiry route: Where are the major historical locations? What do these locations tell us about our history?</i>
		<b>1.</b> Identify the major historical locations in Ghana (starting with the oldest location).
		<b>2.</b> Show and discuss video/documentary/stories/slides about the history of these major historical locations in Ghana.
		<b>3.</b> Retell the history of these major historical locations in Ghana.
		<b>4.</b> Interact with knowledgeable persons/opinion leaders/chiefs/resource persons to tell the history of any historical location in your community or district.
		<b>5.</b> Visit any historical site in their community.
		<b>6.</b> Retell the history of major sites in their community.



Strand 2: My country Ghana Sub-strand 5: Selected individuals		
Content standards	Subject-specific practices and core competencies	Indicators and exemplars
<b>B2.2.5.1.1</b> Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development.	The use of evidence to appreciate the significant contributions of some Ghanaian women, learners become creative, innovative and digitally literate.	<b>B2.2.5.1.1</b> Identify Ghanaian women who have made significant contributions to national development. <i>Enquiry Route: Which Ghanaian women contributed to national development? How did they contribute? Which woman inspires you most and why?</i>
		<b>1.</b> Name some outstanding women in the history of Ghana.
		<b>2.</b> Match these women with their achievements in Ghana, e.g. Mrs. Charity Zormelo-Fiawoo – first woman university graduate); Squadron Leader Melody Danquah – First female pilot; Elizabeth Ohene – First female editor of a national newspaper (Daily Graphic); Justice Georgina Wood – First female Chief Justice and Justice Joyce Bamford-Addo – First female Speaker of Parliament, etc. Using anecdotes/videos, learners retell the contributions of these leaders to national development.
		<b>4.</b> Think-pair-share activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.

**Strand 3: Europeans in Ghana****Sub-Strand 2: International trade including slave trade**

Content standards	Subject-specific practices and core competencies	Indicators and exemplars
<b>B2.3.2.1</b> Understand that trade was the major reason why the Europeans settled in Ghana.	As learners describe how early trade was carried out between Ghanaians and Europeans, it enhances their communicative, creative and innovative skills. International trade encourages global citizenship.	<b>B2.3.2.1.1</b> Describe how early trade was carried out between Ghanaians and Europeans. <i>Enquiry route: How was trade with the Europeans first carried out? How did the method of trade change with time? What items were traded? What towns emerged out of the trade between Ghanaians and Europeans?</i>
		1. Describe how early trade was carried out between Ghanaians and the Europeans.
		2. Organise learning corners with real items or pictures of items brought by the Europeans, such as gin, guns, gunpowder, textiles, tobacco, iron bars, elephant tusks, ivory and gold.
		3. Role-play the barter trade in those items.
		4. Use the internet to identify countries with the items they brought that remained part of everyday Ghanaian life, e.g. the Dutch and wax prints.
		5. Name the towns that emerged on the coast as a result of European trade with Ghanaians.

## Strand 2: My country Ghana

### Introduction

The major ethnic groups should not be new to learners as it should be part of their heritage and cultural background, however, this cannot be assumed.

#### Strand 2: My country Ghana

- Sub-strand 1: The people of Ghana
- Sub-strand 4: Major historical locations
- Sub-strand 5: Selected individuals

In Sub-strand 1: The people of Ghana, learners will learn the 16 regions and capitals, the regional capital as well as where the office of the president is located. They learn about the major ethnic groups in Ghana and where they live, and their customs and traditions, festivals and celebrations. They also learn about what they do for work. Finally, learners learn about traditional leaders, oaths and taboos.

In Sub-strand 4: Major historical locations, learners will identify and explore special places in Ghana such as the forts and castles built along the coast of Ghana, and a few other historical sites such as the Kumasi Fort and Military Museum, the ancestral graveyard at the Assin Manso Slave Site, the Okomfo Anokye Sword Site and the Larabanga Mosque. If possible, arrange for an outing to a nearby historical site or arrange a documentary for the learners to watch.

In Sub-strand 5: Selected individuals, learners will learn about outstanding women in the history of Ghana. Please arrange for learners to be able to watch documentaries of these women.

### Opener activity

#### Let us learn about ... Ghana

(LB page 1)

The opener activity provides an opportunity to assess learners' basic knowledge of the different ethnic groups of Ghana. The questions have been structured to broadly cover the sub-strand in Strand 1: Sub-strand 1: The people of Ghana.

Ask learners to conduct an interview with a family member about their ethnic group. The family member can describe either a short history, culture or tradition about that ethnic group. It is important that learners make short notes and share their findings with the class.

#### Answers

- 1 Learners' own answers about which region they live in.

- 2 Learners' own answers.

- a Learners should mention the traditional clothes they wear at festivals.
- b Learners mention the special food they eat.

#### Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.

## Sub-strand 1: The people of Ghana

### The ethnic groups in each region in Ghana (B2.2.1.1.1)

In this section, learners use a political map of Ghana to learn about the different administrative regions and their capitals. They learn which are the oldest and newest regions. They draw or sketch their own map of Ghana and label the regions and capitals. They play a memory matching games with cards of the regions and capitals.

Then, they learn more about the Ghana's major ethnic groups. They watch a slide show/video/TV/ or the internet to identify the regions and ethnic groups in Ghana.

They use a map to discover in which regions the major ethnic groups live.

Then they match the ethnic groups with their regions.

## The people of Ghana

### The regions and capital cities of Ghana ..... (LB pages 2–5)

#### Content standard B2.2.1.1

Demonstrate knowledge of the ethnic groups in Ghana

#### Indicator B2.1.1.1.1.

1. Identify the administrative regions of Ghana.
5. List the administrative regions in the order in which they have been created (starting from the oldest region)

#### Subject specific practices and core competencies

Learners enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups

#### Resources

- Maps of Ghana, online maps
- Resource 1 (A worksheet on page 75 of this TG)
- Resource 2 (a blank map on page 76 of this TG to use for Activity 2)
- Resource 3 (Cards on page 77–84 of this TG to cut out for Activity 3)

#### Key words

region, capital, regional capital

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana regions)

to know the administrative regions and their capitals, draw or sketch their own maps and list the regions from oldest to newest.

#### Phase 1: Start suggestions

- Ask learners to draw or sketch a map of their home or school. Talk about how a map is a representation of a place and is taken from a bird's eye view.
- Show learners different maps, such as relief maps that show physical features and political maps that show countries and capitals.
- Ask learners to say where they live. Do you know what region it is? Ask learners to say if they have ever visited other regions or have family that live in other regions.
- Asks learners to ask their parents and grandparents about the region where you live (or other regions If they have lived there). What can learners tell the class about these regions?
- Find photographs or videos on the internet of the way Ghana looked in the past to show learners. (See the links suggested in Helpful links on the previous page.) Compare these maps to the modern-day versions of places or landmarks.
- Let learners explore maps on Google Earth of their town or city. They can zoom in to their street, then zoom out to see the region's capital. They can explore the whole region, the whole of Ghana, the whole of Africa and then the world.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book. Explain what regions and capital cities are.
- Let learners compare this map to (older) maps that only show 10 regions. Ask them to name the new regions (they are shown with red circles on page 3).
- Complete Activities 1, 2 and 3 in separate lessons.

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars. You may need several lessons for learners

- Give learners Resource 1 (a word search) to complete to revise the regions and capitals.
- Ask learners to number the regions from 1 (oldest) to 16 (newest).

### Phase 3: Reflect suggestions

- Let learners talk in groups about their identity as Ghanaians. How much of this identity do they get from the region in which they live?
- Ask learners to think about how situations have contributed to the establishment of the regions of Ghana.
- Why is Accra the regional capital? How long has Ghana been independent?
- Make sure that learners understand that studying the history of Ghana is important because it promotes the identity of the people of Ghana.

### Activity 1

(LB page 2)

In this activity, learners work in pairs and refer to the map of Ghana on page 3 of the Learner's Book. The aim of the activity is to test learners' knowledge of the regions of Ghana.

#### Pair work

Learners work in groups to do this activity. Let pairs of learners start by saying in which region they live (they probably live in the same region) and then finding and pointing to that region on the map. They also learn the names and capitals of the other regions and capitals. One learner can point to the place and the other learner can name the capital. They then swap over.

#### Answers

Each learner should point to the designated regions. Ensure that where they are pointing corresponds with the name of the region and answers the question.

- 1 The Upper West Region, Upper East Region, North East Region, Savannah Region, Northern Region, Bono Region, Bono East Region, Oti Region, Western North Region, Ahafo Region, Ashanti Region, Eastern Region, Volta Region, Western Region, Central Region and the Greater Accra Region.
  - a Learner's own answer according to the region he or she lives in.
  - b Learner's own answer according to the region he or she lives in.

#### Formative assessment

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners or pairs who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the regions. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.
- Give learners Resource 1: to find 16 words of different regions and capital cities in the word search.

#### Remedial activity

- Ask learners to tell you about the capitals when you give them the regions and vice versa.
- Give learners the hidden words to find in the word search to make Worksheet 1 easier.

#### Extension activity

- Ask learners to partner with a learner who has lived in another region and repeat the activity – naming and pointing to the regions in which they have lived.
- Ask learners to find out an interesting fact about the region. They can share these with the class. Ask learners who have visited other regions or capitals to share their experiences with the class.

### Activity 2

(LB page 4)

In this activity, learners work by themselves to draw or sketch their own map of Ghana. This helps them to learn the different regions and their capital cities. Check each map to see if they are drawn correctly and that the necessary capitals and regions are indicated.

#### Individual work

Learners work on their own to do this activity. Allow learners adequate time to draw or sketch and label the map.

#### Answers

- 1 The maps must look like the map on page 3 of the Learner's Book. Each region and capital and region must be indicated on the map.
- 2 The Greater Accra Region must be coloured in green as it is the regional capital.
- 3 Each learner must colour in the region and capital city where they live red.
- 4 The office of the President of Ghana is found in the Great Accra Region.
- 5 Ask learners to number the regions from the oldest (1) to the newest (16).  
Learners colour the region in which they live red. They colour the regional capital green (Greater Accra).

The regions from oldest to newest are:

- 1 Ashanti Region
- 2 Eastern Region
- 3 Volta Region (this was known as Trans-Volta Togoland)

- 4 Northern Region
- 5 Western Region
- 6 Brong Ahafo Region
- 7 Upper Region (East and West)
- 8 Central Region
- 9 Greater Accra Region
- 10 Upper West Region
- 11 Oti Region
- 12 Western North Region
- 13 Ahafo Region
- 14 Bono East Region
- 15 North East Region
- 16 Savannah Region

### Formative assessment

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners or pairs who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the regions. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners to tell you about the capitals when you give them the regions and vice versa.
- Give learners Resource 2 on page 76 of this TG with the outline of the map and regions already drawn or sketched so that they can just label them. You could also let learners trace the map on a sheet of paper.

### Extension activity

- Ask learners to find out an interesting fact about the region they live in. They can share these with the class.

### GATE extension activity

- Ask learners to find old maps of Ghana and compare them to the modern regional map in the LB on page 3. They should say what has changed, for example British-ruled Togoland was incorporated into Ghana.
- Encourage learners to explore cartography and look at early maps of Africa (from the 16th and 17th centuries). (These are available on the internet.) Ask them to share a few fun facts with the class on what they discover, for example: The Atlantic Ocean was known as Ethiopian/Aethiopian Ocean until the 19th century.

### STEAM extension activity

- Ask learners to research how maps were made and drawn. Ask them to look at the artwork that was drawn on early maps on the internet. Learners can draw scale maps of the classroom (perhaps using feet or handspans as a scale per cm on the map). They can then decorate their maps with decorative illustrations or sketches.

### Activity 3

(LB page 5)

Hand out a set of playing cards with the regions and capital cities of Ghana written on them. (Some cards have the regions whilst others have the capital cities written on them.) This activity helps learners to memorise the different capital cities and their corresponding regions. Use Resource 3 on pages 77 to 84 of this TG. Photocopy enough sets so that each group has a complete set to use.

### Group work

Learners work in groups to do this activity. Let them all read the instructions on Learner's Book page 5 together. Guide learners to form mixed ability groups so that stronger learners can help those who are differently-abled.

Make the game into a competition with a reward for the winner. This will make the work more interesting for the learners.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners or groups who seem to be struggling.
- Make a note of those learners who are finding it hard to match regions and capitals. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

### Remedial activity

- Pair learners and give them each a set of flashcards that have the capital on one side and the region on the other. (You could also use photocopy another set of the cards in Resource 3 and glue the regions and capitals back to back for learners to use as flashcards.) One learner shows the flashcard of the region and asks the other learner what its capital is. The other learner then guesses. The first learner says if he or she is correct or incorrect. Learners swap and play again until they can both name the capital if given the region, or the region if given the capital.



### Extension activity

- Give groups two sets of cards so that it is more difficult to remember where the cards are placed.

## The people of Ghana and where they live ..... (LB pages 6–12)

Find a suitable documentary, slide show or video to show learners about the ethnic groups in Ghana to address Learning indicator 3. Let learners discuss the documentary/slide show or video and questions to ensure that they have understood the content.

### Content standard B2.2.1.1

Demonstrate knowledge of the ethnic groups in Ghana

#### Indicator: B2.2.1.1.1

2. Locate the ethnic groups in each region on a map of Ghana
3. With the aid of a slide/video/TV/internet, identify the regions and ethnic groups in Ghana
4. Match the ethnic groups with their region

### Subject specific practices and core competencies

Learners enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups

### Resources

Political maps of Ghana, Google Earth, photographs of the various ethnic groups from books, newspapers, tourism pamphlets, magazines or the internet

### Key words

culture, traditions, ethnic group

### Helpful links:

[www.youtube.com](http://www.youtube.com) (keywords: Ghana ethnic groups)

## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars. You may need several lessons for learners to know the ethnic groups in Ghana and be able to match the groups with their region.

### Phase 1: Start suggestions

- Ask learners what things could make people part of a group – what makes learners of one school different from learners in another school? (A different school uniform, they may stay in a different area or speak a different language. They may celebrate different traditions in the school, and so on.) In the same way, people of the same ethnic group speak the same language, celebrate the same traditions and celebrations.

- Encourage your school to have a cultural day where learners can dress up, perform songs and dances and eat the foods of different ethnic groups. It is important to celebrate diversity and not marginalise any learner who is part of a minority group.
- Find photographs or videos on the internet of objects from the past to show learners such as pottery, cultural objects or clothing. (See the links suggested in Helpful links.) Let learners compare the way regions and people looked to how they look today. Ask learners to say what has changed and give possible reasons for it.
- Use a slide or video or the internet that helps learners identify the regions and ethnic groups in Ghana.
- Show learners a video of a past activity at school and compare how the school looked then to how it looks now.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to say how learning about their own and other ethnic groups makes them feel. (Proud, have a feeling of belonging).
- Discuss why certain ethnic groups settled in certain regions.
- Ask learners to complete the Homework Activity (LB page 10) to prepare for class activities. Ask learners to share their pictures with the class.
- Learners complete Activity 4 and Exercises 1 and 2.
- Learners conduct further research in Activity 5, Homework and the ICT activity on LB page 13.
- Show learners photographs of the different ethnic groups and ask them to identify them.
- Use the maps in the Learner's Book and let learners make a table of regions and the ethnic groups that live there.
- Discuss the meanings of the key words in the Learner's Book. Make sure the learners are familiar with the words and their meaning. Encourage learners to use a dictionary to look up any words that they do not understand.

### Phase 3: Reflect suggestions

- Ask learners to discuss what they learnt with a partner.
- Write some key words from the lesson on the board. Ask learners to give the meaning of each word in the context of what they have learnt in the lesson.
- Ask learners to reflect on what they found easy or difficult in each lesson.
- Ask learners to mention what they liked in the lesson.
- Ask learners to mention one thing that they found interesting or surprising in the lesson.

**Homework**

(LB page 10)

The learners ask their family members questions about their ethnic group and the region of Ghana they come from. They then draw or sketch a picture of a tradition, celebration or festival from their ethnic group and bring it to class. This gives learners the opportunity to engage with their elders and peers and learn more about their ethnic background.

**Individual work**

Learners complete this activity at home. Give learners a few days to do this as they may need time to get in contact with elders or grandparents.

**Answers**

- 1 Learners' own answers about what ethnic group they are from and what region their group comes from.
- 2 Learners' own notes about traditions, celebrations and festivals, and a drawing or sketch showing some of these.

**Activity 4**

(LB page 10)

In this activity, learners find out more about which ethnic group their classmates come from. They learn more about different traditions and celebrations in various ethnic groups.

**Group work**

Have learners group themselves, if possible, trying to have a variety of different ethnic groups in each group. Guide learners to form mixed ability groups so that stronger learners can help those who are differently abled.

**Answers**

- 1 a–c The groups discuss the different ethnic groups each learner in the group belongs to.
- 2 The groups discuss the picture of the celebration, tradition or festival of their ethnic group that they drew for homework.

**Exercise 1**

(LB page 11)

This exercise allows the learners to practice what they have learnt thus far about the main ethnic groups of Ghana by using the map on page 9 of the Learner's Book.

**Individual work**

Learners work on their own to complete this exercise. Give learners time to work.

**Answers**

- 1 a The Ahafo Region, Bono Region, Western Region, Western North Region, Oti Region, Ashanti Region, Central Region and the Eastern Region. (Learner chooses 1)

b North East Region, Savannah Region, Northern Region, Oti Region, Bono East Region, Bono Region, Ahafo Region, Eastern Region, Volta Region, Central Region. (Learner chooses 1)

c The Volta Region

d Greater Accra Region and Eastern Region

e The Northern Region, Upper West Region and Upper East Region. (Learner chooses 1)

f Savannah Region

2 a The Ewe and the Guan

b The Ga-Adangbe

c The Guan and the Mole-Dagbani

d The Akan and the Guan

e The Guan and the Gonja

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the regions that different ethnic groups come from. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Ask learners to make their own song or mnemonic to remember where the ethnic groups come from, for example: the Akan come from all regions starting with an A, such as Ahafo and Ashanti.

**Extension activity**

- Ask learners why the Guan are found in so many regions (because they were the first people in Ghana).
- Ask learners to explore which ethnic groups are also found in neighbouring countries.

**Exercise 2**

(LB page 11)

In this exercise, learners complete the given sentences by filling in one of the provided words to quiz them on their knowledge of the covered material.

**Individual work**

Learners work on their own in this exercise. Give learners time to work.

**Answers**

- 1 The people of Ghana live in different regions.
- 2 Each ethnic group celebrates their history, culture and traditions in a special way.
- 3 The Akan ethnic group is the largest ethnic group in Ghana.

4 The Mole-Dagbani ethnic group is the second largest group in Ghana.

5 The Mossi are part of the Mole-Dagbani ethnic group.

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist learners who seem to be struggling.
- Give learners enough time to rewrite their sentences.
- Make a note of those learners who are finding it hard to complete the sentences. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Give learners a worksheet with just three or four sentences and let them complete those first before attempting this exercise.

### Extension activity

- Ask learners to find out how many people belong to each group. Learners may not be able to understand large numbers, so use a group of 25 people and ask how many of those people would belong to each group if they reflected Ghana as a whole.

## Activity 5

(LB page 12)

In this activity, learners make a list of the ethnic groups in Ghana which are not included in the given table on page 12 of the Learner's Book. They can make use of the map on page 9 of the Learner's Book to help them.

### Group work

Learners work in groups to do this activity. Make sure that all group members are participating in the activity. Ask learners to appoint a spokesperson per group.

### Answers

Learners' own answers. Check their lists of other ethnic groups and the regions, to see that the answers make sense.

Region	Ethnic groups
Western Region	Akan
Western North Region	Akan
Central Region	Akan, Guan

Region	Ethnic groups
Greater Accra Region	Ga-Adangbe
Volta Region	Ewe
Ahafo Region	Akan, Guan
Ashanti Region	Akan
Eastern Region	Akan, Guan, Ga-Adangbe
Bono Region	Akan, Guan
Bono East Region	Guan
Oti Region	Guan
Savannah Region	Gonja
Northern Region	Guan, Mole-Dagbani
Upper West Region	Dagaaba, Wala, Sisaala, Mole-Dagbani
North East Region	Guan
Upper East Region	Gurunsi, Kassena, Mole-Dagbani

### Formative assessment

- Walk around the classroom. Observe groups as they work in their groups. Assist learners or groups who seem to be struggling.
- Make a note of those learners who are finding it hard to compile a list of where the different ethnic groups come from. Give learners more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners to make separate lists of where each ethnic group comes from, and then combine the lists to form a table.

### Extension activity

- Ask learners to combine the information on the map on page 9 with the table given on page 12.

## Homework

(LB page 13)

For homework, learners must ask their family members about ethnic groups from the Bono East Region, Savannah Region, Ahafo Region and Western Region. This activity allows the learners to learn more about various ethnic groups in the designated regions by engaging with family members and elders.

**Formative assessment**

- Make a note of those learners who could not complete the activity. Give them additional information and questions or quizzes for this section.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners and allow learners to work together. Ask learners to do group presentations.

**Remedial activity**

- Ask learners who managed to get information to share it with other learners or allow learners to present their information in pairs or groups.

**Extension activity**

- Ask learners to find out about what other ethnic groups come from some of the other regions. Higher-order thinking questions.
- Ask learners to discuss what they think will happen to the ethnic groups in Ghana (some smaller groups may lose their identity or become part of the larger groups, more people may move between the regions, and so on).
- Talk about how being part of an ethnic group influences their lives. (This is an introduction into the cultural practices of the next section.)
- Talk about how we know that people of a certain ethnic group lived there in the past. (Ask learners to think of what physical evidence or remains they left such as buildings or pottery, etc.) Show learners pictures of different ethnic groups and regions in the past.

## State the characteristics of the ethnic groups in Ghana ----- (B2.2.1.1.1)

### Characteristics of the major ethnic groups ..... (LB pages 13–25)

**Content standard B2.2.1.1.**

Show understanding of the characteristics of some of the ethnic groups in Ghana

**Indicator: B2.2.1.1.1**

1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths etc.) of some of the ethnic groups in Ghana
2. Show documentary/pictures/ internet of a festival of one of the ethnic groups
3. Discuss what the documentary entails.

**Subject specific practices and core competencies**

As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerance and collaborate with others

**Resources**

Pictures or a documentary on different festivals of one of the ethnic groups, Resource 4 on page 85 of this TG

**Key words**

customs, characteristics, common

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Ghana customs ethnic groups)

**Phase 1: Start suggestions**

- Bring items to class of different ethnic groups such as clothing and cloth or have pictures available of these.
- Establish what learners know about traditional clothes. Can they name and describe the items?
- Invite parents or other members of the community to address learners in their traditional clothes.
- Hold a cultural day at school where learners, teachers and even parents or other community members can come to school wearing their traditional ethnic clothes.
- Find photographs or videos on the internet of clothing items from the past to show learners.
- If possible, show learners documentaries on the internet of how traditional cloth is woven on a hand loom. Compare this to the modern-day versions of cloth woven on large machines in factories.

**Phase 2: Explore suggestions**

- Discuss the concepts in the Learner's Book.
- Activity 6 forms the basis of many other activities, so make sure that learners have enough sources to make summaries or lists of their findings. Make pictures, books and documentaries available to learners.
- Show learners documentaries of cultural events, and/or the making of traditional cloth such as kente cloth.
- If possible, arrange for weavers to visit the school to do a demonstration or take learners to visit a local weaver.

**Teaching instructions**

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars.



- Discuss the meanings of the key words in the Learner's Book. Make sure the learners are familiar with the words and their meanings. Encourage learners to use a dictionary to look up any words that they do not understand.

### Phase 3: Reflect suggestions

- Reflect on how learners feel about traditional clothes and cultural practices. Do they still wear these clothes for special events or festivals?
- Collate learners' drawings or sketches into books for each ethnic group. Add these to the book corner for all learners to read.

### Activity 6

(LB page 13)

In this activity, learners talk to their groups about the traditions and customs of their ethnic group. The aim of the activity is to explore the differences and similarities between the different ethnic groups and learning more about their traditions, culture and heritage.

#### Group work

- Guide learners to groups themselves, or have learners group themselves.
- Groups must discuss what their ethnic groups are called, the language they speak, the clothing they wear, the food they eat, their customs and traditions and the celebrations and festivals they have.
- Each group must discuss the differences between their ethnic groups and what they have in common.

#### Formative assessment

- Walk around the classroom. Observe groups as they work. Ensure that all learners are participating in the activity and that each learner is given a chance to speak. Assist learners or groups who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the language, clothing, food, customs or traditions, celebrations and festivals that the ethnic group has, or the similarities and differences between groups. Give learners more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Have a mix of stronger and weaker learners in each group so that stronger learners can help weaker ones.

#### Remedial activity

- Give learners worksheets on the different cultural groups, or use quizzes or word searches so that learners can learn about the different ethnic groups.

#### Extension activity

- Ask learners to summarise what they have learnt about each ethnic group. Let them compile tables showing the similarities and differences between the groups.

### Activity 7

(LB page 19)

In this activity, learners draw or sketch a picture of the traditional clothing of a chosen ethnic group. Provide them with the necessary drawing paper and allow them to present their drawings or sketches to the rest of the class.

Each learner must choose from the Guan, Gonja, Ga-Adangbe, Asante, Ewe and the Mole-Dagbani.

They must draw or sketch a picture of the traditional clothing worn by men, women and children in that specific ethnic group during special times.

Each learner must write two sentences to describe their picture.

Encourage learners to talk to the class about their picture. Put up learners' drawings or sketches in the class. Group them according to the ethnic groups they show.

#### Formative assessment

- Walk around the classroom. Observe learners as they draw or sketch their picture. If possible, try to make reference pictures available for learners. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to do this activity. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Remedial activity

- Some learners have less drawing or sketching ability than others. Encourage them to trace the outlines of the clothing if they are struggling. Else, give them a line drawing and ask them to colour in and label the clothing. Or let them only draw or sketch one person's clothing.

#### Extension activity

- Ask learners to find out what people from other ethnic groups wear. They can then do a drawing or sketch of that family wearing their traditional clothes.

**Activity 8**

(LB page 24)

In this activity, learners explore the traditional clothing and patterns of Ghana by designing their own and comparing it to already existing patterns and designs. Learners are encouraged to use lots of colour and to be creative with their designs.

**Individual work**

The learners must consider which clothing they can make using their design.

**Group work**

Learners compare their design with a partner's. Ask them to tabulate the similarities and differences.

Display all of the designs on the walls of the classroom.

**Answers**

- 1 Learner's own cloth patterns.
- 2 Learners' own answers. This could be relevant to their own ethnic group or include clothing from other ethnic groups.
- 3 a Learners should say how their drawings or sketches are similar.  
b Learners should compare the differences between the drawings or sketches.

**Formative assessment**

- Walk around the classroom. Observe learners as they draw or sketch. If possible, have some more pictures or even actual cloth available for learners to use as reference. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to design a cloth pattern. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Some learners will have more drawing, sketching and designing ability than others. Encourage them to create a design of simple geometric shapes.

**Extension activity**

- Ask learners to try more complex designs.

**STEM extension**

- If possible, arrange for a person to visit to show how weaving is done (or else visit a local weaving company or find videos on the internet).

Encourage learners to investigate how looms work and even make their own simple models.

**GATE extension**

- Ask learners to investigate how complex designs are woven into the fabric and then present it or demonstrate it for the class. They can make their own design using a simple cardboard loom, or build a more complex hand loom.

**Exercise 3**

(LB page 25)

In this exercise, learners test their knowledge of the ethnic groups found in Ghana. They complete a matching and a true and false exercise.

- 1 Learners must match column A, the different ethnic groups with column B, the languages the groups speak.
- 2 Learners read the given sentences and state whether they are true or false. It is encouraged for the teacher to go through the answers with the learners and in the case of a statement being false, to explain why this is the case.

**Individual work**

- Learners work on their own in this exercise. Give learners time to work. Allow learners to page back if they need to review content.

**Answers**

I	Ethnic Group	Language
a	The Akan	Twɔ
b	The Ewe	Anlo
c	The Mole-Dagbani	Dagbani
d	The Guan	Gwa
e	The Ga-Adangbe	Ga
f	The Gonja	Ngbanya

- 2 a True  
b True  
c False. The Ewe weave kente cloth on hand looms.  
d False. The Ga-Adangbe wear beads made from powdered or ground glass.

**Formative assessment**

- Walk around the classroom. Observe learners as they complete the exercise. Assist learners who seem to be struggling.
- Make a note of those learners who know the answers without having to page back and those that have to look for answers. Give them more practice opportunities in later lessons or tasks.



### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

### Extension activity

- Ask learners to write one or two of their own questions and quiz a partner. They then swap roles.

## Activity 9

(LB page 25)

In this activity, learners revise their knowledge of traditional clothing worn by their own ethnic group.

### Individual work

Learners draw or sketch a picture of the traditional clothing of their ethnic group and label each item worn. Allow learners enough time to draw or sketch and label the clothing.

### Answers

Learners' own drawing or sketch – but they must show some of the following labels: kente cloth, robe, gold ring, headscarf, pearls, bracelet, nyanyara necklace, leather boots, smock, beads, Gonja cloth, dress and shells depending on their ethnic group.

### Formative assessment

- Walk around the classroom. Observe learners as they draw or sketch. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the drawing or sketch or label the clothing. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Some learners have less drawing or sketching ability than others. Encourage them to trace the outlines of the clothing if they are struggling. Else, give them a line drawing and ask them to colour in and label the clothing. Or let them only

draw or sketch one person's clothing. You could also pair these learners with stronger learners of the same ethnic group.

### Extension activity

- Ask learners to find out what people from other ethnic groups wear. They can then do a drawing or sketch of that family wearing their traditional clothes and label all the items.

## The people of Ghana and the food they eat ..... (LB pages 26–31)

### Content standard B2.2.1.1

Show understanding of the characteristics of some of the ethnic groups in Ghana.

### Indicator: B2.2.1.1.1

State the characteristics of the ethnic groups in Ghana.

1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths, etc.) of some of the ethnic groups in Ghana.

### Subject specific practices and core competencies

As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity tolerance and collaborate with others.

### Resources

Pictures or a documentary from the internet on the different foods of different ethnic groups in Ghana

### Key words

kontomire, fermented

### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana cuisine)

## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars.

## Activity 10

(LB page 30)

In this activity, learners learn about the different food that the people of Ghana eat by making their favourite dish for the class to expose learners to new and different cultural dishes.

### Group work

- Guide learners to groups themselves, or have learners group themselves.
- Encourage them to make one dish together so that each person can bring one ingredient. If it is not possible for learners to cook at school, assign

the task for homework and ask groups to make their dishes at home and then bring them to class to share.

### Answers

- 1 Each group makes a list of Ghanaian dishes that they like, thus the different groups will have different answers.

They will choose one of these dishes and make it at school by bringing the ingredients from home.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Help them with the planning of their meals, writing the recipe, and so on. You will need to assist learners to use an oven, fire or stove, cut up foods, and so on.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners to write simple instructions on how to make the dish. Learners then pair with a partner to role-play making the dish before they actually make it. If possible, they should watch videos on how to make the dish.

### Extension activity

- Confident learners can make the dish in pairs or on their own. They could also make a more complex dish.

## Exercise 4

(LB pages 30–31)

In this exercise, learners test their knowledge on traditional foods and eating practices in Ghana.

### Individual work

Learners work on their own in this exercise. Give them time to work.

### Answers

- 1 Learners complete the sentences by filling in the given words.
  - a The traditional food eaten by the Ga-Adangbe is kenkey.
  - b Mpoto mpoto is a traditional food that the Akan eat.
  - c The food that is made with corn or millet flour and jute leaves is Tuo Zaafi.
  - d Okra soup that is made is palm oil is called Fetri detsi.

- e Eat food with your right hand only. Do not use your left hand.
- f Fufu is made from pounded cassava, plantain, or yam.

- 2
  - a Fufu meal
  - b Kenkey
  - c Fetri detsi
  - d Mpoto mpoto
  - e Tuo Zaafi

### Formative assessment

- Walk around the classroom. Observe learners as they complete the exercise. Assist learners who seem to be struggling.
- Make a note of those learners who know the answers without having to page back and those that have to look for answers. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

### Extension activity

- Ask learners to write one or two of their own questions and quiz a partner. They then swap roles.

## Homework

(LB page 31)

For homework, learners must ask their elders or do research on how to make a dish that belongs to their ethnic group. Next, they need to describe the dish to the class and bring it to share with them. This activity gives learners the opportunity to learn more about their own ethnic group and explore the traditional foods of Ghana.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Help them with the planning of their meals, writing the recipe, and so on. You will need to assist learners to use an oven, fire or stove, cut up foods, and so on.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.

- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners to choose an ethnic dish and write simple instructions on how to make it. Learners then pair with a partner to role-play making the dish before they actually make the dish. Ask learners to observe someone at home or in their community making the dish. If possible, they should watch videos on how to make the dish.

### Extension activity

- Ask learners to try and make a dish from a different ethnic group to their own.

## Festivals and celebrations ..... (LB pages 32–38)

### Content standard B2.2.1.1

Show understanding of the characteristics of some of the ethnic groups in Ghana.

### Indicator: B2.2.1.1.1

State the characteristics of the ethnic groups in Ghana.

1. Identify the characteristics (food, festivals, dressing, language, political institutions, social and economic activities, taboos, oaths, etc.) of some of the ethnic groups in Ghana.
2. Show documentary/pictures/internet of a festival of one of the ethnic groups.
3. Discuss what the documentary entails.

### Subject specific practices and core competencies

As learners identify the characteristics of the ethnic groups in Ghana, they develop cultural identity, tolerance and collaborate with others.

### Resources

Pictures or a documentary of the festivals and celebrations of different ethnic groups in Ghana; Resource 5 on page 86 of this TG.

### Key words

lunar, ancestors, mourning, prophet, harvest, Islam, stool house, alcohol

### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana festivals)  
[www.youtube.com](http://www.youtube.com) (keywords: Ghana celebrations)

## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address this Learning indicator and exemplar.

## Activity 11

(LB page 33)

In this activity, learners learn about different cultural practices and festivals from the ethnic groups in Ghana.

### Group work

Ask learners to group themselves, trying as far as possible to have learners of the same ethnic group together in a group.

They share what festivals they celebrate in their ethnic cultures.

Each group chooses a festival to act out for the class. Give learners sufficient time to practice. (Note: this activity correlates with the Homework activity.)

**Teaching tip:** Let learners have a discussion in class, and then do the research homework activity. Then they can practice their role plays at school the next day with the clothes and objects that they have brought from home.

### Formative assessment

- Walk around the classroom. Observe groups in their discussions and role plays. Ensure that all group members get a chance to speak, and a part in the role play. Assist learners who seem to be struggling. Ask groups to share their lists and then their performances with the class.
- Make a note of those learners who cannot talk about festivals and celebrations. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Not all learners are comfortable performing in front of the class. Also, learners' acting ability will differ. Let learners who are really uncomfortable rather just perform for you or for a small group.

### Extension activity

- Ask learners to find out about and perform festivals and celebrations of other ethnic groups.

## Homework

(LB page 33)

This homework activity correlates with Activity 11 on page 33 of the Learner's Book.

Learners must bring clothes and objects from home that they need to act out the festivals from their ethnic groups.

**Formative assessment**

- Help learners prepare for their final performances. Help learners who have no props or clothes to make props or improvise with other clothing items.
- Observe learners' final performances. Did they understand the ethnic festival or celebration? How well did learners portray the festival or celebration? Take note of learners who struggled or who possibly did not understand the festival or celebration.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Give struggling learners additional worksheets or allow them to perform a simple dialogue with a partner.

**Extension activity**

- Ask learners to perform festivals and celebrations from other ethnic groups.

**Activity 12**

(LB page 38)

In this activity, learners explore the different traditional dances found in Ghana with the help of the teacher.

Help learners to learn the Adowa dance, the Agbadza dance and the Damba dance.

Learners should then choose one of the three dances to perform for the class.

**Formative assessment**

- Walk around the classroom. Observe learners as they learn the dances. Assist learners who seem to be struggling.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Some learners have much more natural dancing ability than others. Allow weaker learners to do a simpler dance, or just perform a short part of the dance.

**Extension activity**

- More confident learners can learn and perform dances from other ethnic groups.

**Exercise 5**

(LB page 38)

This exercise focusses on the festivals and cultural celebrations in Ghana.

**Individual work**

Learners work on their own in this exercise. Give learners time to complete the exercise.

**Answers**

- Learners must answer the questions on the different festivals celebrated by the ethnic groups.
  - Adae Kese festival
  - The festival is also called the fire festival.
  - They celebrate the festival in order to remember the difficult time during the famine.
  - The talking drum and axatse rattle are played often.
- Learners complete the sentences by filling in the words provided in the boxes on page 38 of the Learner's Book.
  - People go to festivals to celebrate the birth of a baby, a marriage ceremony and funerals.
  - The Hogbetsotso festival is celebrated by the Ewe of the Volta region.
  - The Damba festival is celebrated between July and August.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the regions that different ethnic groups come from. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Give learners additional exercises or worksheets if they struggle to complete this exercise. Allow them more time, to complete it for complete, or pair them with a stronger learner.

**Extension activity**

- Ask learners to make up three of their own questions and to ask their partners to answer the questions. They then swap roles.

## The people of Ghana and how they live ..... (LB pages 39-44)

### Activity 13 (LB page 41)

In this activity, each learner chooses one of the Ghanaian arts and crafts they have learnt about. If possible, bring some actual arts and crafts materials into class. You can invite actual arts and crafts artists to address learners.

- 1 They make a poster about the chosen art or craft.
- 2 They need to use bright colours, pictures, large writing and short sentences.
- 3 They display their posters in the classroom.

Ask learners questions that require higher-order thinking skills, such as: How do these crafts form part of an ethnic group's identity? Are we in danger of losing traditional knowledge and skills in our modern world?

#### Pair work

Guide learners to form mixed ability groups as far as possible, so that the stronger ones can help the weaker ones.

#### Formative assessment

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Encourage learners to plan their posters first. Try to have more pictures, reference books or internet videos of Ghanaian arts and crafts such as drum-making, pottery, weaving fibres to make cloth and grasses to make mats and baskets, wood carving, sculpting and furniture-making, available to use for reference.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Remedial activity

- Ask pairs to assess their own posters – or get together with another pair to review each other's posters. If possible, give learners a rubric so that they know how they will be marked for this activity.

#### Extension activity

- Allow more confident learners to make posters on their own.

### Activity 14

(LB page 43)

In this activity, learners are put into pairs to talk about leaders in their local community.

They need to discuss how the leaders help those in the community, what they can learn from them and how they can teach the learners these things.

The learners need to draw or sketch a picture to show a leader in the community and how they help learners.

These pictures are shown to the class.

If possible, arrange for a community leader to address the school or the class. Ask learners to prepare questions beforehand.

#### Pair work

Guide learners to form mixed ability groups as far as possible, so that the stronger ones can help the weaker ones.

#### Formative assessment

- Walk around the classroom. Observe learners as they work in pairs. Ensure that both learners get a chance to speak. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to talk about leaders in their communities. Give them more practice opportunities in later lessons or tasks.

#### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

#### Remedial activity

- Give learners worksheets, crossword puzzles, word searches or other fun activities to understand this section of work.

#### Extension activity

- Ask learners to interview a leader in the community if possible, and then present what they learnt to the class.

### Homework

(LB page 44)

In this homework activity, learners investigate different oaths and taboos present in their community.

Learners must ask their family or elders in the community about oaths and taboos present in the community and share their findings with the class.



**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to identify the regions that different ethnic groups come from. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Ask learners to work in pairs to do the research and presentations.

**Extension activity**

- Ask learners to research more about the taboos of other ethnic groups. Ask them higher-order thinking skills, such as: Why do think there are some taboos? How do some taboos help keep people safe? Should we still have taboos in modern Ghana? They then tell the class what they discovered.

**Exercise 6**

(LB page 44)

In this exercise, learners answer the given questions about the daily lives of people living in Ghana. If possible, invite a few people to address the class. Bring items such as baskets, clay pots and kente cloth to school to show learners.

**Individual work**

- Learners work on their own in this exercise. Give them time to work.

**Answers**

- 1 The two main kinds of work that people do in Ghana are fishing and farming.
- 2 People sell fish at fish markets in towns and cities.
- 3 People in Ghana make baskets, traditional beads, clay pots, kente cloth, and other items made of wood such as furniture, drums, sculptures and masks. (Learners choose 3)
- 4 In some Akan cultures, it is a taboo to hurt or eat certain types of fish, crocodiles, baboons, monkeys, antelopes, bats and birds. (Learners choose 1)

**Formative assessment**

- Walk around the classroom. Observe learners as they complete the exercise. Assist learners who seem to be struggling.
- Make a note of those learners who know the answers without having to page back and those that have to look for answers. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

**Extension activity**

- Ask learners to write one or two of their own questions and quiz a partner. They then swap roles.

**STEM and GATE extension activities**

- Ask learners to find out how iron utensils were made for cooking (for example, by heating the metal over an open fire or kiln and then cast it in a mould.) This is metallurgy that people from the Gold Coast had traditional knowledge of, especially as they also smelted gold. Learners could find out the different materials used and what temperatures they melt at.
- Learners could also do a similar activity to investigate how the gold jewellery that different ethnic groups wear was made.

**Digital competency**

- If possible, ask the class to divide into six (6) groups and each choose an ethnic group. They then make a slide show using an appropriate application or programme such as PowerPoint or CANVA. Show them how to start a new slide, copy and paste a picture and type a line or two of text for each. The slide show should cover where the group lives, what they wear, what they eat, and have a few interesting facts about them. If necessary, this can be done in the school computer class, and you could ask the ICT teacher to help,
- Learners then present their presentations to the class.



## Summary: The people of Ghana

(LB pages 45–46)

### Ghana's regions and capitals

- Ghana was divided into ten regions.
- In 2019, six (6) new regions were added to make sixteen (16).
- Greater Accra is the regional capital of Ghana.

### Ethnic groups

- An ethnic group is a group of people who speak similar languages and who have similar cultures, traditions and celebrations.
- The Guan
- The Guan of Ghana speak many different languages. They speak the language of the place where they live.
- They enjoy eating fish.

### The Gonja

- The Gonja people of the Guan ethnic group wear a traditional smock made from Gonja cloth.
- The Gonja people farm maize and grains like millet and sorghum.

### The Ewe

- They are the second largest group in Ghana.
- They speak languages such as Anlo, Awuna,
- Hudo and Kotafoa.
- They make their own kente cloth. They make and sell items made from kente cloth and clay.
- They celebrate the Hogbetsotso festival.
- Many Ewe people like to eat Akple and Fetri Detsi.

### The Akan

- The Akan ethnic group is the largest group in Ghana.

- They speak the Twi, Fante and Bia languages and make traditional kente cloth.
- The Akan who live close to forests cultivate foods like cassava, yam, plantain, coconut and oil palm tree.
- The Asante celebrate the Aday Kese festival every six weeks.
- They like eating traditional foods such as Fufu and light soup,
- Ampesi and Kontomire stew, and Mpoto Mpoto.

### The Ga-Adangbe

- Ga-Adangbe traditional clothing is made from kente or wax print cloth in different patterns. People wear special clothing at celebrations and festivals. They also wear jewellery like the koli and adiaqba (Aggrey) beads that are made from wood.
- The Ga teach their children to fish, mine salt, look after animals and to farm.
- They celebrate the Homowo festival.
- They love eating kenkey.

### The Mole-Dagbani

- The Mole-Dagbani speak Dagbani and Mamprusi.
- Storytelling is an important part of the Mole-Dagbani culture.
- This is how history and traditions are passed down from one generation to another.
- They wear traditional smocks, hats, dresses and head scarves that have coloured stripes. The smocks that men and boys wear are in the shape of a 'dondon' drum.
- They eat Tuo Zaafi and celebrate the Damba festival.

## Revision

(LB page 47)

### Assessment

Use this *Sub-strand 1: The people of Ghana* for **formative** or **summative** assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate understanding of the names and places that contributed to Ghana's history.

This Revision exercise concludes the work for the section on the people of Ghana and tests the learners on the different regions and capital cities of Ghana, traditions and cultural practices, different traditional foods of the ethnic groups present in Ghana, the daily lives of the people of Ghana and the traditional clothing of the ethnic groups.

### Answers

- 1 The Upper West Region, Upper East Region, North East Region, Savannah Region, Northern Region, Bono Region,

Bono East Region, Oti Region, Western North Region, Ahafo Region, Ashanti Region, Eastern Region, Volta Region, Western Region, Central Region and the Greater Accra Region.

- 2
  - a The Guan and the Ewe
  - b The Akan
  - c The Guan and the Mole-Dagbani
- 3
  - a The Akan speak the Fante language and the Ewe speak the Anlo language.
  - b It is a taboo for some groups to fish on Tuesdays.
  - c Two main kinds of work the in Ghana do are farming and fishing.
  - d The Ga-Adangbe eat kenkey. The Ewe eat akple.
  - e The Ewe celebrate the Hogbetsotso festival. The Ga celebrate the Homowo festival.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.

## Sub-strand 4: Major historical locations

### Discuss the history of Ghana's major historical locations----- (B2.2.4.1.1)

#### Major historical locations

#### Special places in Ghana ... (LB pages 48–59)

In this sub-strand, learners are introduced to historical locations in Ghana. These include palaces (such as the Gbewaa Palace), castles (such as Elmina, Cape Coast and Osu Castles), forts (such as Fort William, the Kumasi Fort and Military Museum) and other special sites (such as the Assin Manso Slave Site, the Okomfo Anokye Sword Site and the Larabanga Mosque).

#### Content standard B2.2.4.1

Exhibit knowledge of the history of the major historical locations in Ghana

#### Indicator: B.2.2.4.1.1

1. Identify the major historical locations in Ghana (starting with the oldest location).
2. Show and discuss video/documentary/stories/slides about the history of these major historical locations in Ghana.
3. Retell the history of these major historical locations in Ghana.

#### Subject specific practices and core competencies

The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.

#### Resources

Resource 6 on page 87 of this TG, pictures of historical locations, documentaries, slide shows, videos, a map showing the locations of forts, castles and other areas of historical interest

#### Key words

historical locations, Swedish, Danish, Europeans, British, slave, merchants, cells, ancestral graveyard, forefathers, freedom, justice, slave trade, military museum, symbol, unity, empire, mosque, Muslim, muezzin

#### Helpful links:

[www.youtube.com](http://www.youtube.com) (keywords: Ghana historical locations)

#### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars.

#### Phase 1: Start suggestions

- Show learners pictures of the various historical locations.
- If possible, arrange a visit to a historical location if there is one in your region.
- Show learners videos or documentaries on the locations and of the slave trade in Ghana.
- Collect photographs or videos on the internet of objects from the past to show learners.
- Show learners a video or documentary on the internet of the slave trade and of the historical locations.
- Visit the Kumasi Military Museum online (see the LB page 56).

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to say how reading about the slave trade made them feel. Why do they think this practice was allowed in the past?
- Read through the information about each historical location. Ask learners to make a table showing the information about each location.
- Go through all the keywords with learners and ensure that they understand what each one means in the context of the work in this section.
- Ask learners to complete Activity 15 and Exercise 7, Activity 16 and the ICT activity.

#### Phase 3: Reflect suggestions

- Reflect on how learners feel about the slave trade. Then let them read accounts of actual slaves or other sources of information. Why do they think that the historical sites of slavery such as the Assin Manso Slave Site are still kept rather than being broken down?
- Talk about how these sites contribute towards Ghana's history.

**Activity 15**

(LB page 52)

This activity addresses major historical locations found in Ghana and gives learners the opportunity to analyse two different special sites in Ghana.

**Pair work**

Guide learners to form mixed ability groups so that stronger learners can help weaker ones.

**Answers**

Learners should analyse the pictures on pages 49 and 51 of the Learner's Book to describe what the historical sites Elmina Castle and Fort William would look like if they visited them.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who find it difficult to describe the forts. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

Ask learners to repeat the activity but describe other forts. Give learners true and false and multiple-choice questions about forts and castles first.

**Extension activity**

- Ask learners to do more research about these forts. Ask them to draw or sketch a picture or build a model of the forts and castles.

**Exercise 7**

(LB page 52)

In this exercise, learners learn about the special historical locations in Ghana.

**Individual work**

Learners should work on their own to do this exercise. Give learners time to work.

- 1 Learners should read the clues provided to determine the names of the historical sites which correspond to each clue. They need to write these names down in their exercise books.
- 2 Learners should answer the questions about the castles and forts they have learnt about.

- 3 Learners put the given historical places in order of when they were built, starting with the oldest.

**Answers**

- 1 **a** Cape Coast Castle  
**b** Elmina Castle  
**c** Osu Castle  
**d** Osu Castle
- 2 **a** Elmina Castle  
**b** Cape Coast Castle  
**c** Fort Amsterdam
- 3 Elmina Castle  
Fort St. Jago  
Cape Coast Castle  
Osu Castle  
Fort Good Hope  
Fort Metal Cross

**Formative assessment**

- Walk around the classroom. Observe learners as they work. Assist learners who seem to be struggling.
- Make a note of those learners who find it difficult to answer the questions without paging back in their Learner's Books. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Ask learners to make a flashcard of each historical location with a fact about the location on the front of the flashcard and the name of the location on the back. Learners can play with these flashcards in pairs and test each other's knowledge.

**Extension activity**

- Ask learners to write three of their own questions about this section and ask a partner to answer them. Then they swap roles.

**STEM activity extension**

- Ask learners to give ideas for the reasons that forts are commonly pentagon-shaped. They could build simple models from clay or cardboard to test different shapes and make predictions as to which shapes are the most efficient to build and use to defend your position.
- Then ask them to research the reasons for the pentagon shape.

## Historical sites in our community ..... (LB page 53)

### Content standard B2.2.4.1

Exhibit knowledge of the history of the major historical locations in Ghana

### Indicator: B.2.2.4.1.1

4. Interact with knowledgeable persons/opinion leaders/chiefs/resource persons to tell the history of any historical location in your community or district.
5. Visit any historical site in their community.
6. Retell the history of major sites in their community.

### Subject specific practices and core competencies

The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative skills.

### Resources

Resource 7 (on page 88 of this TG), chief, elders or other resource people as sources of information; Videos or documentaries on the internet local historical locations

### Key words

historical location, community, a village chief, elder

### Helpful links:

[www.youtube.com](http://www.youtube.com) (keywords: Ghana historical locations)

## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address these Learning indicator and exemplars.

### Phase 1: Start suggestions

- Show learners pictures of the various historical locations.
- If possible, arrange a visit to a historical location in your region.
- Show learners videos or documentaries on the locations and of the slave trade in Ghana.
- Collect photographs or videos of historical locations on the internet from the past to show learners. (See the link suggested in Helpful links.)
- Show learners a video or documentary of local historical locations, such as a walk through of the Kumasi Fort and Military Museum.

### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to make a table showing the information about each location.
- Ask learners to complete Activity 16 and Exercise 8.

### Phase 3: Reflect suggestions

- Ask learners to reflect on how visiting the historical location made them feel.
- Ask learners to think about how this major historical location came to be and the changes it went through with time.
- Make sure they know where it is located, what it is used for, when it was built and by whom, and what it is used for today.
- Talk about how these sites contribute towards Ghana's history.

## Visit a historical site (Homework)

(LB page 57)

If you are not able to visit a local historical site, then assign the task for homework. Ask learners to ask their parents, guardian or care-giver to take them to visit a local historical site. Send letters home informing parents well in advance and asking for their help in this regard. Arrange this at least two or three weeks beforehand.

### Individual work

Ask learners to draw or sketch a picture of the historical location. Invite learners to share their visit experiences with the class.

### Formative assessment

- Observe learners as they interact with the resource person. Note which learners were confident enough to ask questions. Also observe pair discussions. Assist learners who seem to be struggling. Correct any misunderstandings or inaccuracies about the location.
- Ask learners questions after the presentation to make sure that they understood its content.

### Differentiated learning

- Pairing stronger learners with slower learners will assist with differentiated learning. Stronger learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

**Remedial activity**

- If learners struggle to write sentences about the historical location, then ask them for an oral account. If learners cannot draw or sketch a good likeness of the location, then ask them to bring a picture and give them a picture to trace over. Ask learners questions about the location and let them orally answer them.

**Extension activity**

- Ask learners to investigate more about the historical location they visited. Ask them to write some 'Did you know?' facts about it. Display these in the classroom.

**Activity 16**

(LB page 59)

In this activity, encourage learners to talk to members of the community about historical locations in their location or region.

Learners must ask questions about the history of the location such as the name of the site, why it was built, who built it, when was it built and where it was built.

This activity gives learners insight into nearby historical locations and the story behind the site. Learners should report back to the class with information about the historical location they investigated and present it to the class.

**Individual work**

Learners should work on their own to do this exercise. Give learners adequate time to do research and consult the elders or village chiefs.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who are find it difficult to collect information and use it to answer questions. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

Let learners do the activity in pairs rather than on their own.

**Extension activity**

- Ask learners to also do research about historical locations in other regions. They can compile a 'fact sheet' and include a drawing, sketch or picture of the site. Learners should share this information with the class. Display all of the fact sheets with the others on the classroom walls. The fact sheets can be compiled into a book entitled 'Historical locations in Ghana' and added to the book corner.

**Exercise 8**

(LB page 59)

In this exercise, learners draw or sketch a picture of the historical location they investigated in Activity 16. To accompany the picture or sketch, learners should write sentences to describe the drawing or sketch, which they can read to the class.

**Individual work**

Learners should work on their own to do this exercise. Give learners time to work. Invite learners to read you their sentences as they finish. You could also ask a few confident learners to share their sentences with the class.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who find it difficult to draw or sketch pictures or write sentences about historical locations. Ask to see learners' research to ensure that they have information to use. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Allow learners to work in pairs for this activity.

**Extension activity**

- Learners can take the research they conducted on historical locations in other regions and these can be compiled into a 'fact sheet' that includes a drawing or sketch or picture of the site. Learners should share this information with the class. Display all of the fact sheets with the others on the classroom walls. The fact



sheets can be compiled into a book entitled 'Historical locations in Ghana' and added to the book corner.

### Arrange a school visit from a local knowledgeable person

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Invite a local knowledgeable person, chief or resource person to address the school or class and tell the history of any historical location in your community or district. For example, ask a student from a local university or a historical accredited tour guide.

Ask learners to prepare a few questions for him or her. Ask learners to discuss the experience with a partner, and then share their feedback with a larger class.

#### Pair work

- Use the Think–Pair–Share technique for this activity.
- Circulate and supervise. Check if groups have understood the instructions and conduct informal assessments. Posters can be collected for assessment.
- Make sure that everyone participates.

#### Answers

Learners' own questions and answers.

#### Formative assessment

- Observe learners as they interact with the resource person. Note which learners were confident enough to ask questions. Also observe pair discussions. Assist learners who seem to be struggling. Correct any misunderstandings or inaccuracies about the location.
- Ask learners questions after the presentation to make sure that they understood its content.

#### Differentiated learning

- Pairing stronger learners with slower learners will assist with differentiated learning. Stronger learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- Ask students to write a few key words or sentences in pairs or small groups to summarise the presentation.
- Ask pairs to ask and answer questions about the presentation. Invite some pairs to share their questions and answers with the class.
- The class can give positive feedback.

#### Extension activity

- Ask learners to arrange an interview with a chief or other local knowledgeable or resource person. They then share what they have learnt with the class.

### Retell the history of major historical sites

---

By this stage, learners have discovered many major historical sites. Ask them to prepare a short oral presentation to retell the history of major sites in their community.

#### Individual work

Allow learners adequate time to prepare for this activity. You could also assign the preparation to be done for homework.

#### Formative assessment

- Observe learners as they retell the history of the historical location. Correct any factual mistakes or ask the class to comment on the accuracy of retellings.

#### Differentiated learning

- Pairing stronger learners with slower learners will assist with differentiated learning. Stronger learners can help the slower learners to find the answers.
- Use the remedial activity for learners who are struggling and the extension activity for learners who need an extra challenge.

#### Remedial activity

- If learners struggle, allow them to prepare and retell the histories in pairs.

#### Extension activity

- Ask learners to retell the history of other historical locations they have investigated.

## Summary: Major historical locations

(LB pages 60–61)

Historical locations are important. The things we see at these places teach us about the history of Ghana.

### Castles and forts

- Elmina Castle is the oldest European building in West Africa. It was built by the Portuguese in 1482. The castle is in the town of Elmina, which is in the Central Region of Ghana.
- The Cape Coast Castle is in the city of the Cape Coast in the Central Region of Ghana.
- The Danes who came from Denmark in Europe built the Osu Castle in 1661. It is in the Osu area in the city of Accra.
- Fort William in Anomabo was built by the British in 1753.
- The Kumasi Fort was built in 1820 by Osei Tutu Kwamina, the king of the Asante Kingdom at the time. The fort is now a military museum.

### Other sites

- The Gbewaa Palace is the seat of the Yaa Naa of the Dagbon Kingdom. This palace is found in the Northern Region of Ghana.
- The Assin Manso Slave Site was the largest slave market on the Gold Coast.
- The “Nnoko Nsu” is found at this site. Slaves that were brought from other parts of the country had to wash themselves in this river. This was known as the last bath. After washing themselves, the strong and healthy slaves were chosen.
- There is an ancestral graveyard at the Assin Manso Slave Site.
- The Okomfo Anokye Sword is a symbol of unity for the Asante Kingdom. Okomfo Anokye planted the sword into the ground. He said that the Asante Empire will end when the sword is removed from the ground.
- Larabanga Mosque is one of Ghana’s oldest mosques. It is found in a town called Larabanga near Damongo.

## Revision

(LB page 62)

### Assessment

Use this *Sub-strand 4: Major historical locations* Revision activity for **formative** or **summative** assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. You can mark learners' written exercises or take learners through an oral assessment. Check that learners can demonstrate understanding of the names and places that contributed to Ghana's history.

In this Revision exercise, learners read the clues provided and match a historical location to each clue.

### Answers

- 1 Elmina Castle
- 2 Fort Good Hope
- 3 Gbewaa Palace
- 4 Okomfo Anokye Sword Site
- 5 Assin Manso Slave Site
- 6 Cape Coast Castle
- 7 Larabanga Mosque
- 8 Kumasi Fort and Military Museum

### Formative assessment

- Walk around the classroom. Observe learners as they complete the revision exercise. Assist any learners who seem to be struggling.
- Make a note of those learners who find it difficult to answer the questions without paging back excessively. They will need more help with additional worksheets, quizzes and other formative assessment exercises.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners specific questions, e.g. Which Fort is now a Military Museum?

### Extension activity

- Ask learners to write five of their own questions and ask a partner to answer them. Then they swap roles.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with. Use their reflections and your notes to give them extra practice in these areas.

## Sub-strand 5: Selected individuals

### Significant contributions of some Ghanaian women ----- (B2.2.5.1.1)

In this section, learners discover the important contributions that different women have made to Ghana and the good things they have done throughout the history of the country.

Learners also find women in their communities who do important work, draw or sketch a picture of them and share the contributions these women have made.

## Outstanding women from Ghana

### Outstanding women in the history of Ghana .....(LB pages 63–71)

#### Content standard B2.2.5.1.1

Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development.

#### Indicator B2.2.5.1.1.

1. Name some outstanding women in the history of Ghana
2. Match these women with their achievements in Ghana e.g. Mrs. Charity Zormelo-Fiawoo – first woman university graduate); Squadron Leader Melody Danquah – First female pilot; Elizabeth Ohene – First female editor of a national newspaper (Daily Graphic); Justice Georgina Wood – First female Chief Justice and Justice Joyce Bamford-Addo – First female Speaker of Parliament, etc. Using anecdotes/videos learners retell the contributions of these leaders to national development

#### Subject specific practices and core competencies

The use of evidence to appreciate the significant contributions of some Ghanaian women, learners become creative, innovative and digitally literate.

#### Resources

Resource 8 on page 89 of this TG, pictures, documentaries of outstanding women in Ghana on the internet

#### Key words

editor, national university, pilot, Air Force, wings, journalist, politicians, tertiary, government, ICT, constitution

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana significant women)

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address this indicator and exemplars.

#### Phase 1: Start suggestions

- Show learners videos, documentaries or read books about important women in Ghana's past.
- Investigate local women in business, politics or other prominent positions to address the school. Invite learners to prepare a question or two beforehand to ask her.
- Hold a class discussion about why it is important that women are given the same opportunities for men and what could make it more difficult for them to succeed than for men.
- Talk about Parliament, how laws are made and what a speaker in Parliament does. Talk about other roles such as the Chief Justice.
- Find photographs or videos on the internet of the lives and achievements of the women discussed in the LB.
- Show learners a video or documentary of remarkable women in Ghana and Women's awards given by different organisations.
- Investigate different organisations online that promote education or other opportunities for girls.
- After viewing these, learners should retell the story of the contributions made by these women to national government.

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to look up any words they do not understand throughout – not just for Activity 18.
- Allow learners time to investigate more about the lives and achievements of these women. Show them videos such as the documentaries and videos provided under Helpful links in the left column. Ask learners to look for pictures and information on the internet, going home and asking adults, and so on.

- Groups could each choose one remarkable woman and make a poster on her life and achievements. These could be displayed in class.
- Ask learners to help you put the pictures of these women in chronological order according to their birthdates.

### Phase 3: Reflect suggestions

- Ask learners to speak to women at home and in their communities about their challenges, what life was like in the past for women, and so on.
- Investigate local organisations who promote opportunities for women and girls, such as the Girl Child Education Program. Learners should find out what these organisations do and how they can support them.

### Activity 17

(LB page 70)

In this activity, learners look up a given list of words in the dictionary or on the internet to gain a broader understanding of the sub-strand that will be addressed. Show learners how to look for the meaning of a word online (such as by typing in 'define' before the word). You can help learners to look for the meanings of the words.

### Group work

Learners work in groups to complete the activity. Guide learners to form mixed ability groups so that stronger learners can help those who are differently abled. Encourage all learners to participate in the discussions.

Ask some learners to look for words in the dictionary, and others to find the words' meanings online. Then they can compare notes and come up with the best definition. At times, learners may need to do a further search such as looking up 'Parliament', 'preside', etc.

Encourage learners to use this technique whenever they are reading new information.

### Answers

**Constitution:** the basic principles and laws of a nation or state.

**Rank:** the position that somebody has in the army, navy, police, etc.

**Speaker of Parliament:** The Speaker presides (guides, directs or has control) over the Parliament and makes sure that all the rules are followed.

**Parliament:** the group of people who are elected to make and change the laws of a country

**Second Deputy Speaker:** The Second Deputy Speaker presides over the sittings of Parliament when the Speaker or First Deputy Speaker are not present. (Preside means to guide, direct or control)

**Chief State Attorney:** The head of the lawyers who represent a state in court

The **Director of Public Prosecutions (DPP)** is the office or official charged with the prosecution of criminal offences. (Prosecution is the process of trying to prove in court that somebody is guilty of a crime (= of prosecuting them))

**Supreme Court Judge:** a judge in the highest-ranking court in the country

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners who seem to be struggling to find a word in the dictionary or searching for a definition online.
- Make a note of those learners who find it difficult to either find or understand terms or definitions. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

Give learners worksheets on dictionary work with tips on how to find words quickly. Show them step-by-step how to do online searches to find words or definitions.

### Extension activity

- Ask learners to write a list of 10 words in the Learner's Book that they do not understand and to do a dictionary and online search for their definitions.

### Exercise 9

(LB page 70)

In this exercise, learners revise what they know about the influential women in the Ghana's history by matching the names of the women to their achievements.

### Individual work

Give learners Resource 8 on page 89 of this TG to do in preparation for this exercise. It will help learners to recognise the achievements and names of the women.

**Answers**

Name of the outstanding woman	Her outstanding achievement
1 Elizabeth Ohene	a First Ghanaian woman to work at a big national newspaper.
2 Mrs. Charity Zormelo-Fiawoo	b First Ghanaian woman to graduate from university.
3 Chief Justice Georgina Wood	c First Ghanaian woman Chief Justice.
4 Squadron Leader Melody Danquah	d First Ghanaian woman pilot.
5 Justice Joyce Bamford-Addo	e First Ghanaian woman Speaker of Parliament.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who find it difficult to match the women with their achievements without paging back in their books. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Ask learners to make lists of the achievements of each woman.
- Learners could also make flashcards with one achievement on the front of the flashcard and the name of the person on the back. Learners can then play a game in pairs. One learner shows the flashcard and the other learner must guess the name of the woman. The first learner should say if the second learner is correct or not. Learners play until they both know the names and achievements of each one of these remarkable women.

**Extension activity**

- Ask learners to find out more about the lives of these remarkable women. They should then prepare a presentation to share what they have learnt with the class.
- Learners could also research other remarkable women. Ask them to investigate awards given to women each year and to tell the class about what they have discovered.

**Important women in Ghana**

..... (LB page 71)

In this section, learners will identify local women whom they admire most in the community. They draw or sketch pictures of these woman and tell their classmates why they admire them. Learners also find out about organisations in the community headed or run by women and think about what work they could do in the future to help people.

**Content standard B2.2.5.1.1**

Exhibit understanding of Ghanaian women who have contributed significantly to Ghana's development.

**Indicator: B2.2.5.1.1.**

4. Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.

**Subject specific practices and core competencies**

The use of evidence to appreciate the significant contributions of some Ghanaian women, learners become creative, innovative and digitally literate.

**Resources**

Local newspapers, pamphlets from charity or other organisations who service the community, invite local businesswomen or other important women to address the class

**Key words**

Minister, lawyer, chairperson, contribution, admire

**Helpful links**

[www.youtube.com](http://www.youtube.com) (keywords: Ghana significant women development)



## Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the indicator.

### Phase 1: Start suggestions

- Ask learners to discuss what qualities a woman has that could make her admired, e.g. being kind, caring for other people, motivating people to be better, changing the lives of other people, and so on.
- Show learners photographs of women who do important work in the community and ask if they know who they are.
- Ask learners to think about the work they would like to do in the future to help the people of Ghana.
- Invite an important woman in the community to address the class. Learners can prepare a few questions to ask her beforehand.
- Find photographs or videos on the internet of women who do
- important work in the community.
- Ask learners to find videos on the internet of award ceremonies that celebrate women's achievements in Ghana, or information about charity and other organisations started or run by women that do exceptional work in the community.

### Phase 2: Explore suggestions

- Read through the information with learners. Explain what the Electoral Commission does, what a cabinet and the Department of Trade and Industry are.
- Ask learners to describe in their own words what contributions Charlotte Osei, Efua Theodora Sutherland and Esther Afua Ocloo have made to the development of Ghana
- Ask learners to do Activity 18 on page 71.
- Discuss the meanings of the key words in the Learner's Book. Make sure the learners are familiar with the words and their meaning. Learners use a dictionary to look up any words that they do not understand.

### Phase 3: Reflect suggestions

- Ask learners to reflect on their learning in this section.
- Ask learners to choose one Ghanaian woman who does important work in the community and write a poem or story.
- Ask them to read their poem or story to the class. Encourage learners to listen carefully to their friends and to respond positively to the story or poem.
- Ask learners to think about the work they would like to do in the future to help the people of Ghana.

## Activity 18

(LB page 71)

In this activity, learners look at a woman in their community that they admire.

### Group work

- Use the Think-Pair-Share technique for this activity. First, ask learners to think about important women in their community. This will be easier to do if learners discussed this with their families or other people at home for homework (as suggested in the Phase 1 notes). Allow learners enough time to do this first.
- Learners then discuss their ideas with a friend and then share their ideas with a larger group.
- Guide learners to form mixed ability groups so that the stronger learners can help those who are differently abled. Encourage all learners to participate in the discussions.
- Some learners draw better than others, so they may choose to draw or sketch the picture. However, all learners should participate in the presentation to the class.
- Display learners' drawings or sketches around the classroom.

### Answers

- 1 Groups' own answers. Learners are required to answer a series of questions about the woman they have chosen, such as what work she does, why they think her work is important, and how she helps others.
- 2 Groups' own answers and drawings or sketches. Learners are then required to draw or sketch a picture of the woman that they can share with the rest of the class. They can also take this opportunity to share more about the woman and what makes them admire her.
- 3 Groups' own answers. Learners are required to think about what they would like to do that would one day help the people of Ghana.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners who seem to be struggling.
- Make a note of those learners who find it difficult to speak in a group, to identify remarkable women in their communities or students who struggle to take part in a group presentation. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- Ask learners to join you in a group and work step-by-step, showing them how to research, plan and do a presentation.

**Extension activity**

- Ask learners to investigate and report back on other important women in their communities.

**Higher-order thinking questions**

- Ask learners to think about and discuss why it was more difficult for women to hold positions of power and authority in the past.
- Do they think that women and girls have the same opportunities as boys and men? They should give reasons for their answers.

## Summary: Selected individuals

(LB pages 72–73)

This sub-strand looks at the different women from Ghana and the good things they have done throughout the history of our country.

### **Mrs Charity Zormelo-Fiawoo (1904–1945)**

- She was the first woman from Ghana to graduate from Hampton University in America in 1934.
- She came back to Ghana to teach in Kumasi.

### **Squadron Leader Melody Danquah (1937–2016)**

- She was one of the first three women in Ghana to train as a pilot for the Ghana Air Force in 1963.

### **Mrs Elizabeth Ohene (1945– )**

- She was the first woman in Ghana to work as a journalist for a newspaper.
- She started up a magazine called *Talking Drums*. She wrote stories about the terrible way many people in Ghana were being treated by their leaders.
- She was made Minister of State for Tertiary Education in President Kufuor's government.

### **Chief Justice Georgina Theodora Wood (1947– )**

- She was a judge and a police prosecuting officer before she became the first woman Chief Justice in Ghana from 2007 to 2017.
- She swore in new presidents of Ghana.
- She became a member of the Council of State after being Chief Justice.

### **Justice Joyce Bamford-Addo (1937– )**

- She was the first woman Speaker of Parliament in Ghana and in West Africa from 2009 to 2013.
- In 1992, she helped to write Ghana's constitution.
- She became Chief State Attorney in 1973.
- She became Director of Public Prosecution in 1976.

### **Charlotte Osei**

- She was the first woman to become the Electoral Commissioner of Ghana.

### **Efua Theodora Sutherland**

- She was a pioneer of micro-lending and one of the Founders of Women's World Banking in 1976.

### **Efua Theodora Sutherland**

- She was a playwright, director, dramatist, children's author, poet, educationalist, researcher, child advocate, and cultural activist. Her works include the plays *Foriwa*, *Edufa* and *The Marriage of Anansewa*.

## Revision

(LB page 74)

### Assessment

Use this *Sub-strand 5: Selected individuals* Revision activity for **formative** or **summative** assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate understanding of the names and achievements of the women who have contributed to Ghana's history.

### Answers

- Learners are required to match the given women with the outstanding achievement they accomplished.

Outstanding woman	Outstanding achievement she accomplished
<b>a</b> Mrs. Elizabeth Ohene	Started a magazine called 'Talking Drums'.
<b>b</b> Charlotte Osei	First woman Electoral Commissioner of Ghana.
<b>c</b> Efua Theodora Sutherland	Famous playwright.
<b>d</b> Squadron Leader Melody Danquah	First woman pilot.
<b>e</b> Esther Afua Ocloo	Pioneer of micro-lending.

- Learners are required to read through the provided sentences and state whether they are true or false.
  - True
  - False. Squadron leader Melody Danquah finished her training as a pilot in 1965.
  - False. Justice Joyce Bamford-Addo was the first woman Speaker of Parliament.

Give learners Resource 9 on page 90 of this TG to use for revision.

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with.
- Use their reflections and your notes to give them extra practice in these areas.

## Assessment

(LB pages 75–76)

Use this *Strand 2 Assessment* for summative assessment for the first, the fourth and the fifth sub-strand. Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

## Answers

- 1** This question tests learners on material covered in the first sub-strand. Learners are required to complete the given table by filling in either the required region or its capital city.

<b>a</b> Ashanti	<b>b</b> Eastern
<b>c</b> Ho	<b>d</b> Northern
<b>e</b> Cape Coast	<b>f</b> Accra
<b>g</b> Upper East	<b>h</b> Wa
<b>i</b> Ahafo	<b>j</b> Oti
<b>k</b> Savannah	<b>l</b> Sefwi Wiawso

(12)

- 2** Learners are required to complete the given sentences by choosing one of the words in the brackets of each sentence.
- a** The Akan live in the Ashanti region.
  - b** The Ewe speak the Anlo language.
  - c** The traditional cloth in this picture is kente cloth.
  - d** Elmina Castle was built by the Portuguese in 1482.
  - e** Melody Danquah was the first woman in Ghana to become a pilot.
- (5)

- 3** Learners are required to match the sentence beginnings in the first column with the correct ending in the second column and write the complete sentences in their exercise books.
- a** The Akan and Ewe make traditional kente cloth.
  - b** The Aboakyer festival is celebrated in May.
  - c** Akple is a meal eaten with a spicy sauce.
  - d** Fufu meals are made with pounded cassava, plantain, or yam.

- e** The Mole-Dagbani make traditional Gonja cloth.
  - f** The Hogbetsotso festival is celebrated in November. (12)
- 4** Learners are required to complete the given sentences by filling in the words provided in boxes above the sentences.
- a** The two main jobs that people do in Ghana are fishing and farming.
  - b** The Mole-Dagbani use drumming, music, dancing and storytelling to teach the history of their people.
  - c** A king makes an oath when he is chosen. (5)
- 5** Learners are required to name two historical places in Ghana. Accept any of the following: Gbewaa Palace, Elmina Castle, Cape Coast Castle, Osu Castle, Fort San Sebastian, Fort Sao Jago, Fort Amsterdam, Fort Good Hope, Fort Metal Cross, Assin Manso Slave Site, Kumasi Fort and Military Museum, Okomfo Anokye Sword Site and Larabanga Mosque. (2)
- 6** Learners are required to read the sentences provided and state whether they are true or false.
- a** True
  - b** False. The Okomfo Anokye Sword has been buried in the ground for over 300 years.
  - c** False. Justice Joyce Bamford-Addo was the first woman Speaker of Parliament.
  - d** False. The Europeans built forts in Ghana as places of trade. (4)

**Total: 40**

## Strand 3: Europeans in Ghana

### Introduction

In previous lessons, learners identified the European countries whose citizens came and settled in Ghana, such as Portugal, Britain, France, Sweden, Germany (Brandenburg), Denmark, Norway and The Netherlands. They learnt the order in which these Europeans came to Ghana, and located the countries they came from on a map of the world. Then they explored where the Europeans first settled in Ghana and the types of settlements they built.

In Basic 2, in Sub-strand 2, International trade including slave trade, they will learn about the interactions between the people of the Gold Coast and the Europeans, how trade was first carried out and which goods and services were bartered. They will discover how some of these items remained a part of everyday Ghanaian life. They will investigate how this trade changed over time and how it led to towns, forts and castles being built and how this led to the establishment of the slave trade in Ghana.

### Opener activity

The opener activity provides an opportunity to assess learners' basic knowledge of the arrival of the Europeans in Ghana.

The questions have been structured to broadly cover the sub-strand in Strand 3: Sub-strand 2: International trade including slave trade.

Show learners pictures of actual items used to trade and documentaries on the slave trade.

Use Resource 11, the bartering cards in the Resource section of this TG (pages 92–95), as well as real objects such as beads, wax print cloth and copper pots, to make learning resource corners that are used to show learners the types of items that were traded. Fill bottles with water or coloured tea to look like the bottles of rum, brandy and other alcohol that was traded. Use salted dough to make elephant tusks

for ivory and wooden guns. Let learners explore these corners before answering the questions.

#### Answers

- 1 Guns, TNT (gunpowder), tobacco, gold, tusks (ivory) and wax print cloth.
- 2 Learners' own answers about what they have seen available in Ghana. Ask groups to share their thoughts with the class.

#### Diagnostic assessment

Observe learners and use their answers to assess their understanding and skill levels. This activity will also allow you to measure how much they know about the specific concepts. Where necessary, ask leading questions to identify their strengths and weaknesses, and any knowledge gaps.



## Sub-strand 2: International trade including slave trade

### Early trade between the people of Ghana and Europe

B2.3.2.1.1

#### Content standard B2.3.2.1

Understand that trade was the major reason why the Europeans settled in Ghana.

#### Indicator: B2.3.2.1.1

1. Describe how early trade was carried out between Ghanaians and the Europeans.
2. Organise learning corners with realia or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold.
3. Role-play the barter trade in those items.
4. Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life. e.g. the Dutch and wax prints.
5. Name the towns that emerged on the coast as a result of European trade with Ghanaians.

#### Subject specific practices and core competencies

As learners describe how early trade was carried out between Ghanaians and Europeans, it enhances their communicative, creative and innovative skills. International trade encourages global citizenship.

#### Resources

Resource 11: Barter items on pages 92–95 of this TG, Documentaries on the internet about the slave trade

#### Key words

services, Berber, exchanged, valuable, control permanent, symbols, barter

#### Helpful links

[www.youtube.com](http://www.youtube.com) (keywords: Ghana European settlers)

[www.youtube.com](http://www.youtube.com) (keywords: Ghana trade)

<https://wasscehistorytextbook.com/4-european-contact-with-west-africa/>

- Find photographs or videos on the internet of objects to show learners.
- Show learners a video on the internet of the slave trade. (See the suggestions under Helpful links.)

#### Phase 2: Explore suggestions

- Discuss the concepts in the Learner's Book.
- Ask learners to say how different activities make them feel. For example, they imagine how they would feel as a slave headed into the new world, away from their families and everything they know.
- Show students photographs of the items that were bartered by the early Europeans and the people of the Gold Coast.
- Let learners act out the past activities.
- Show learners pictures or objects from the past. Let learners identify the pictures or objects. Discuss how they were used and ask learners to tell you what we use now instead.
- Ask learners to help you put the pictures or objects in chronological order from oldest to newest.
- Ask learners to complete Activity 19, Activity 20, Activity 21, ICT activity on page 84, Activity 22, Exercise 10, Activity 23 and the Project.

#### Phase 3: Reflect suggestions

- Talk about objects from the past. Encourage learners to bring something from home that is from the past. Have a 'show and tell' for the other learners to see the object.
- Reflect on how learners feel about the slave trade. Then let them read accounts of actual slaves or other sources of information.
- Let learners talk about what they would like to trade and what they would like to buy.
- Ask learners to say if trading makes them happy or sad.

#### Activity 19

(LB page 78)

In this activity, learners are required to talk about what people trade in markets in their community. They should decide which are products (goods) and which are services. Learners then make two lists under the headings 'Goods' and 'Services' and share these lists with the class.

#### Group work

Learners work in groups to do this activity. Let them all read the instructions together. Guide learners to form mixed ability groups so that stronger learners can help those who are differently-abled.

### Teaching instructions

Use these teaching suggestions to create your own lesson plans to address the Learning indicator and exemplars.

#### Phase 1: Start suggestions

- Ask students to demonstrate bartering for items such as a sweet or a pencil.
- Show students documentaries or videos of the early European explorers. Arrange to visit a historic site or museum in your area.

Ensure that all group members get a chance to speak and share their ideas. Groups should appoint a scribe and spokesperson to report back to the class.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it difficult to identify the difference between goods and services. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Explain the difference between goods and services and provide some examples of each. Give learners more examples of both and ask them to classify them into the two groups. Show learners pictures of markets and ask them to point out examples of each kind.
- Ask learners to explain what they understand by the terms 'goods' and 'services', and their own examples of each.

### Extension activity

- Without paging ahead in their books, ask learners to say what they think the Europeans brought with them and what goods or services they could offer the people of the Gold Coast. In turn, what goods and services could the people of the Gold Coast offer the Europeans? Ask learners to make lists and give reasons for their answers. Then they can go back to these lists after the next section and see how accurate their answers were. This is a very good critical thinking activity.

## Early trade between the people of Ghana and Europe ..... (LB pages 79–94)

### Activity 20 (LB page 82)

In this activity learners act out a barter trade between a Portuguese trader, a Ghanaian trader and a Berber trader. This activity is a fun and engaging way for learners to learn about the early trading years on the Gold Coast.

### Group work

Learners are required to work in groups of three. One learner is the Portuguese trader, one is a Ghanaian trader and the other one is a Berber trader. Let each learner choose their role.

They draw pictures of the goods they have to barter during the early trade on the Gold Coast. They act out a barter trade.

### Answers

- 1 Learners draw or sketch pictures of goods used to barter with during the early trade on the Gold Coast.
- 2 Learners then act out a barter trade in their assigned groups using the pictures they drew in place of the actual goods.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it hard to act out a barter trade. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Ask learners to explain to you what a barter trade is. Role-play the activity slowly and then let them practice in pairs first before acting out in threes.

### Extension activity

- Ask learners to role-play other interactions between the people, or practice bartering in larger groups.

## Activity 21

(LB page 83)

Learners talk to their partners about the first trade that was carried out between the people from the Gold Coast and the Europeans.

They discuss their trading methods and what items were traded.

### Pair work

Teacher should guide learners to form mixed ability groups so that stronger learners can help weaker ones.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their pairs and assist where necessary.

- Make a note of those learners who are struggling. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Allocate learners to different partners and repeat the activity.

### Remedial activity

- Ask learners to have a discussion in a larger group, and then split into smaller groups to repeat the activity. Ask learners to use the Trading cards resources to show which items were traded.

### Extension activity

- Ask learners to draw or sketch a picture show the groups that traded and the different items they traded.

## ICT activity

(LB page 84)

Learners use the internet to find which towns were built along the Gold Coast during the early trade with the Europeans.

Let learners work on their own, in pairs or small groups. Help them to choose and enter the relevant words in the search engine.

### Answers

Learners' answers will depend on the internet sources they used.

## Activity 22

(LB page 85)

This activity tests learners' knowledge about the early trading between Europeans and Ghanaians on the Gold Coast.

### Group work

Guide learners to form mixed ability groups of 4–5. Ask learners to hold a discussion. Make sure that all learners get a chance to speak and share their ideas.

### Answers

- 1 Learners are required to name the trade items that other European countries besides Portugal brought to the Gold Coast.  
**Answer:** Rum, Schnapps, Brandy, Gin, Tobacco, Gin.
- 2 Learners then answer which items, mentioned in their answer to question one, are still seen in Ghana in present day.  
**Answer:** All of them

- 3 Put the class in groups of about 4–5. Learners are required to set up their own trading centre and pretend that they they were traders on the Gold Coast all those years ago.

You could also use Resource 11: Bartering cards on pages 92–95 of this TG for learners to use. Copy and cut out a few set of cards so that learners have multiples of the same item cards to use for trading.

- a Learners must draw or sketch pictures or make trade items of the goods that they would like to trade.
- b Learners then act out a barter trade in their groups using the items they made.

### Formative assessment

- Walk around the classroom. Observe learners as they work in their groups. Assist learners who seem to be struggling.
- Make a note of those learners who are finding it difficult to take part in the discussions, draw or sketch pictures or act out the barter trade. Give them more practice opportunities in later lessons or tasks.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Learners have drawn or sketched items, acted out and taken part in trade discussions in previous activities, so they should be showing some confidence by now. If they are not, put these learners in a group and do additional activities with them.

### Extension activity

- Ask learners to act out their barter trades for the rest of the class.

### STEM extension activity

1. Show learners the following short documentary.  
<https://www.youtube.com/watch?v=4bowdxeIbS0>
2. Ask learners to discuss what technology was used to transport goods to the ports and inland.

### Higher-order thinking questions

1. Ask learners to think about and discuss how people of the Gold Coast rebelled against colonial rule.

**Exercise 10**

(LB pages 86–87)

In this exercise, learners are required to choose the correct word in order to complete each sentence.

**Individual work**

Learners work on their own in this exercise. Give learners time to work. Allow learners to page back if they need to review content.

**Answers**

- 1 The (B) Portuguese were the first European to trade with the Gold Coast traders.
- 2 The people of the Gold Coast had a lot of (C) gold to trade with the European.
- 3 (A) Elmina Castle was the first permanent trade centre of the Gold Coast.
- 4 The kings and leaders of the Gold Coast rented (B) land to the Europeans on the coast.
- 5 Buying and selling people is called the (B) slave trade.
- 6 Slaves from the Gold Coast were sent to the (B) Americas to work on cotton farms.
- 7 This was one of the places on the Gold Coast where slaves were traded.  
(C) Assin Manso Slave Site

**Formative assessment**

- Walk around the classroom. Observe learners as they complete the exercise. Assist learners who seem to be struggling.
- Make a note of those learners who know the answers without having to page back and those that have to look for answers. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

**Remedial activity**

- If learners cannot answer the questions in the exercise correctly, they will need more remedial exercises in the form of worksheets and further activities.

**Extension activity**

- Ask learners to write one or two of their own questions and quiz a partner. They then swap roles.

**Activity 23**

(LB page 87)

Learners talk to their partners about what it must have been like being a slave on a ship to the New World. Note that some learners may find this activity upsetting, so ensure that their feelings are treated with the necessary sensitivity.

Learners are required to discuss the following points:

How do you think the slaves felt on the ships to the New World?

How do you think their families felt about not knowing where their family member was being taken to?

This activity allows the learners to explore the emotional impact of the slave trade on the slaves bound for foreign lands which they knew nothing about. Learners put themselves in the shoes of the slaves and ask themselves how they would have felt in that situation.

**Pair work**

Teacher should guide learners to form mixed ability groups so that stronger learners can help weaker ones.

**Formative assessment**

- Walk around the classroom. Observe learners as they work in their pairs. Assist learners who seem to be struggling.
- Make a note of those learners who are struggling. Give them more practice opportunities in later lessons or tasks.

**Differentiated learning**

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Allocate learners to different partners and repeat the activity.

**Remedial activity**

- Ask learners to have a discussion in a larger group, and then split into smaller groups to repeat the activity.

**Extension activity**

- Ask learners to write a few sentences with their picture. They can compile it into short book which can be added to the books in the book corner of the classroom.

## Project

(LB pages 88–89)

### Dutch wax prints

The Dutch traders brought wax prints to the Gold Coast to trade with. For this project, learners are required to make their own Dutch wax prints. Display students' Dutch wax prints on the walls of the classroom. They can also be used to make a large mural.

**Teaching tip:** Help the learners to slice the potatoes and to carve the stamps as sharp objects could be dangerous.

### Formative assessment

- Walk around the classroom. Observe learners as they work. Assist learners who seem to be struggling.

### Differentiated learning

- Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.
- Pair stronger and weaker learners so that stronger learners can help weaker ones.

### Remedial activity

- Help learners who are struggling by demonstrating the actions step-by-step.

### Extension activity

- Ask learners to use the stamp on a piece of fabric to make an item to take home.
- Ask students to research which colours and shapes were used and what they meant.

## Summary: International trade including slave trade (LB pages 90–91)

- Trade is when people buy things from one another and sell to one another. The things they buy and sell are called **goods**. People also trade **services** by doing things for other people for money.
- Before the Europeans came to the Gold Coast, the people of the Gold Coast would trade with one another and with people from other African countries close to Ghana, like the Berber of North Africa and the people of Western Sudan.
- People **exchanged** goods they had for goods they needed, without paying any money. This kind of trade was called **barter** trade. The people of the Gold Coast bartered with goods like these: grains, elephant tusks for ivory, gold dust, gold jewellery, kola nuts, donkeys and horses, salt, copper pots, metal objects, cloth and beads.

### The gold trade

- The history of trade on the Gold Coast changed when the Portuguese arrived at the coast. They wanted the gold that the people from the Gold Coast mined from the riverbeds. There was so much gold that they named this coast 'El Mina'.
- The people of the Gold Coast were willing to trade some of their gold for items like sugar, cloth, mirrors, knives, guns and gunpowder. The Portuguese traders built Elmina Castle as a permanent centre of trade on the Gold Coast in 1482.
- It was over 100 years later before other European countries, such as The Netherlands, France, Sweden, Germany, Denmark and Norway could trade in gold and other new trade items on the Gold Coast.
- The Dutch traders were the first people to bring wax print cloth to the Gold Coast. This type of cloth is worn by many people in Ghana today.

### The slave trade

- By 1720, trade along the Gold Coast changed from buying gold to selling people to work as slaves. The European bought and sold people from the Gold Coast to work as slaves for cotton farmers in the Americas (called the 'New World').
- Just like gold, slaves on the Gold Coast were caught and then traded with the Europeans in exchange for goods.
- The slaves were sent across the Atlantic Ocean in overcrowded ships to work on the cotton plantations (farms) for no money. They were treated badly. This slave trade was known as the Trans-Atlantic Slave Trade.



## Revision

(LB page 92)

### Assessment

Use this *Sub-strand 2: International trade including slave trade* Revision activity for formative or summative assessment.

- **Formative assessment:** Let learners complete the activity and go through the answers in class. Learners can either check their own work for self-assessment, or swap work with a partner and check each other's work for peer assessment.
- **Summative assessment:** Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work. Check that learners can demonstrate understanding of the early trade that

happened between the people of the the Gold Coast and the Europeans, what items were traded, how the trading changed to trading people (slavery) and the towns that were built along the Gold Coast as a result.

This revision activity is in the form of a word search which is a fun way for learners to memorise the goods that Ghanaians, West Africans and Europeans traded with.

Find Resource 10: Barter items worksheet on page 91 of this TG.

Learners must spot the 13 trade items hidden in the word search.

### Answers

k	o	l	a	n	u	t	s	f
g	w	g	r	a	i	n	s	h
m	e	t	a	l	i	n	t	s
b	c	r	u	m	v	c	w	c
e	j	g	h	g	o	l	d	l
a	z	u	x	y	r	y	s	o
d	o	n	k	e	y	s	u	t
s	p	s	a	l	t	t	g	h
q	l	i	r	o	n	r	a	c
t	o	b	a	c	c	o	r	b

### Self-assessment

- Learners should assess themselves according to the statements. If they feel that they did not perform well in an area, ask them questions about what they struggled with.
- Use their reflections and your notes to give them extra practice.

## Assessment

(LB pages 93–94)

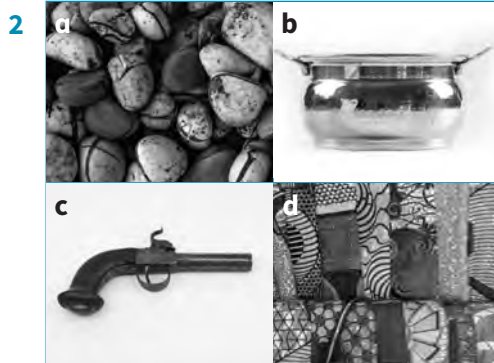
### Summative assessment

Use this *Strand 3: Assessment* for summative assessment. Let learners write the answers in their exercise books or talk about the answers with you individually. Take in the exercise books or listen to the oral answers and assess learners' work.

Make sure that learners can demonstrate understanding of the work done in the three sub-strands.

### Answers

- 1 a A – Barter trade (1)  
 b C – The Portugueses (1)  
 c C – Iron (1)



In picture **a**, the barter trade item is kola nuts.

In picture **b**, the barter trade item is a copper pot.

In picture **c**, the barter trade item is guns.

In picture **d**, the barter trade item is cloth. (5)

- b Kola nuts, gold and copper pots (3)

- 3 a True (1)  
 b False. The Portuguese brought sugar, cloth, mirrors, knives, guns and gunpowder, and nuts to trade at the Gold Coast. (1)  
 c True (1)  
 d False. The Portuguese built Elmina Castle as a trading centre. (1)  
 e True (1)  
 f True (1)
- 4 a The Dutch brought wax print cloth to the Gold Coast to trade. (1)  
 b The Portuguese traders built forts at towns like Axim and Accra to help protect their trade. (2)  
 c The people of the Gold Coast traded gold for iron and gunpowder. (3)  
 d The patterns and symbols on wax print cloth have special meanings. (2)

**Total: 25**

## End-of-year exam

(LB pages 95–98)

This exam summarises all the work covered throughout the year and tests the learners on all the material covered in the subject.

## Summative assessment

Use this End-of-year exam for summative assessment. Let learners write the

answers in their exercise books or talk about the answers with you individually.

Take in the exercise books or listen to the oral answers and assess learners' work.

Make sure that learners can demonstrate understanding of the work done in the two strands and the four sub-strands.

## Answers

- 1 Learners are required to complete the table in their workbooks on page 95.

(10)

Ashanti region Capital: <b>a</b> <u>Kumasi</u>	Western Region Capital: Sekondi-Takoradi	Eastern Region Capital: Koforidua	<b>b</b> <u>Volta</u> Region Capital: Ho
Northern Region Capital: <b>c</b> <u>Tamale</u>	<b>d</b> <u>Bono East</u> Region Capital: Techiman	<b>e</b> <u>Central</u> Region Capital: Cape Coast	Greater Accra Region Capital: <b>f</b> <u>Accra</u>
Upper East Region Capital: Bolgatanga	Upper West Region Capital: <b>g</b> <u>Wa</u>	<b>h</b> <u>Ahafo</u> Region Capital: Goaso	Bono Region Capital: Sunyani
<b>i</b> <u>Oti</u> Region Capital: Dambai	North East Region Capital: Nalerigu	<b>j</b> <u>Savannah</u> Region Capital: Damongo	Western North Region Capital: Sefwi Wiawso

- 2 Learners are required to match the ethnic group of Ghana to the region where they come from.
- a** Volta Region: Ewe
  - b** Greater Accra Region: Ga-Adangbe
  - c** Northern Region: Mole-Dagbani
  - d** Ashanti Region: Akan
  - e** Many regions in Ghana: Guan (5)

- 3 Learners are required to choose the correct answer.
- a** The Akan and Ewe wear traditional **(B)** kente cloth.
  - b** A section of the Akan ethnic group speaks the **(C)** Twi language. (2)

- 4 Learners are required to choose the correct word to complete the sentences.
- a** The Akan live in the Ashanti Region.
  - b** The Mole-Dagbani wear batakari smocks at festivals and celebrations.

- c** The Ga-Adangbe traditional dancers wear nyanyara necklaces when they perform.
- d** The traditional food made with pounded tubers of yam is fufu. (4)

- 5 Learners are required to name the traditional object shown in each picture.
- a** koli and adiagba beads called Aggrey beads – (also accept wooden beads)
  - b** Kente cloth
  - c** Talking drum (3)

- 6 Learners are required to complete the given sentences by filling in the words provided above the questions.
- a** The Adae Kese festival is held in the Ashanti Region and the Damba festival is held in the Northern region.
  - b** The Homowo festival is celebrated from May to August.
  - c** The Bugum festival is also called the Fire festival.

## End-of-year exam (continued)

(LB pages 99–102)

- d** The Hogbetsotso festival is held in the Volta Region on the first Saturday in November. (5)
- 7** Learners are required to name two (2) types of work that people in Ghana do.  
**Answer:** farming and fishing (2)
- 8** Learners are required to name three (3) crafts that people do in Ghana.  
**Answer:** pottery, basket-weaving, bead-making, making cloth, wood carving. (Learners choose any three) (3)
- 9** Learners are required to write two (2) sentences that describe an oath and a taboo.  
**Answer:** Kings take oaths as a promise to show that they will follow the rules of the country and rule fairly.  
Taboos are things that people should not do and that can lead to punishment. (2)
- 10** Learners are required to name five (5) historical places in Ghana. Accept any of the following: Gbewaa Palace, Elmina Castle, Cape Coast Castle, Osu Castle, Fort San Sebastian, Fort St Jago, Fort Amsterdam, Fort Good Hope, Fort Metal Cross, Assin Manso Slave Site, Kumasi Fort and Military Museum, Okomfo Anokye Sword Site and Larabanga Mosque. (5)
- 11** The Assin Manso Slave Site teaches Ghanaians about the slave trade. Also accept other reasonable answers such as castles or forts that were used in the slave trade. (1)
- 12** The Portuguese traders built Elmina Castle in 1482. (1)
- 13** Learners are required to match the women to the outstanding thing that they did for Ghana.

Names of the women	Outstanding thing they did for Ghana
<b>a</b> Mrs. Elizabeth Ohene	First woman editor of a national newspaper.
<b>b</b> Mrs. Charity Zormelo-Fiawoo	First woman to graduate from university.
<b>c</b> Squadron Leader Melody Danquah	First woman pilot.
<b>d</b> Justice Joyce Bamford-Addo	First woman Speaker of Parliament.
<b>e</b> Chief justice Georgina Wood	First woman Chief Justice.

(5)

- 14** Learners are required to name three (3) items the people of the Gold Coast had to trade with the European.  
(Learners can state any three (3) of the following items.)  
**Answer:** Grains, kola nuts, gold dust, gold jewellery, ivory from elephant tusks. (3)
- 15** Learners are required to name three (3) items the European people had to trade with the people of the Gold Coast.  
(Learners can state any three of the following items.)  
**Answer:** Guns, sugar, metal knives, mirrors, gun powder, beads, rum, tobacco, schnapps, iron, gin and brandy. (3)
- 16** Learners are asked why the Portuguese traders built forts in towns along the Gold Coast.  
**Answer:** They built forts in order to secure their ability to trade and to protect their trading position on the Gold Coast from other traders. (1)

## End-of-year exam (continued)

(LB pages 99–102)

- 17** The learners are asked what items from Dutch traders are seen in Ghana today.

**Answer:** Wax print cloth and other wax print items. (1)

- 18** The learners are asked what the kings and leaders of the Gold Coast rented to the European traders.

**Answer:** They rented out land to the European traders. (1)

- 19** The learners are required to read the given sentences and state whether they are true or false.

- a** True
- b** False. Slaves were not given any money to work on the cotton farms.
- c** False. The slaves on the cotton farms were treated badly by their owners.
- d** True (4)

- 20** Learners are required to draw or sketch a picture of the people kept as slaves at the Assin Manso Slave Site before they were sent on ships to the New World. Learners are then required to write two (2) sentences to describe their picture. (4)

**Total: 65**

## Resource 1: Regions and capitals worksheet

### Word search

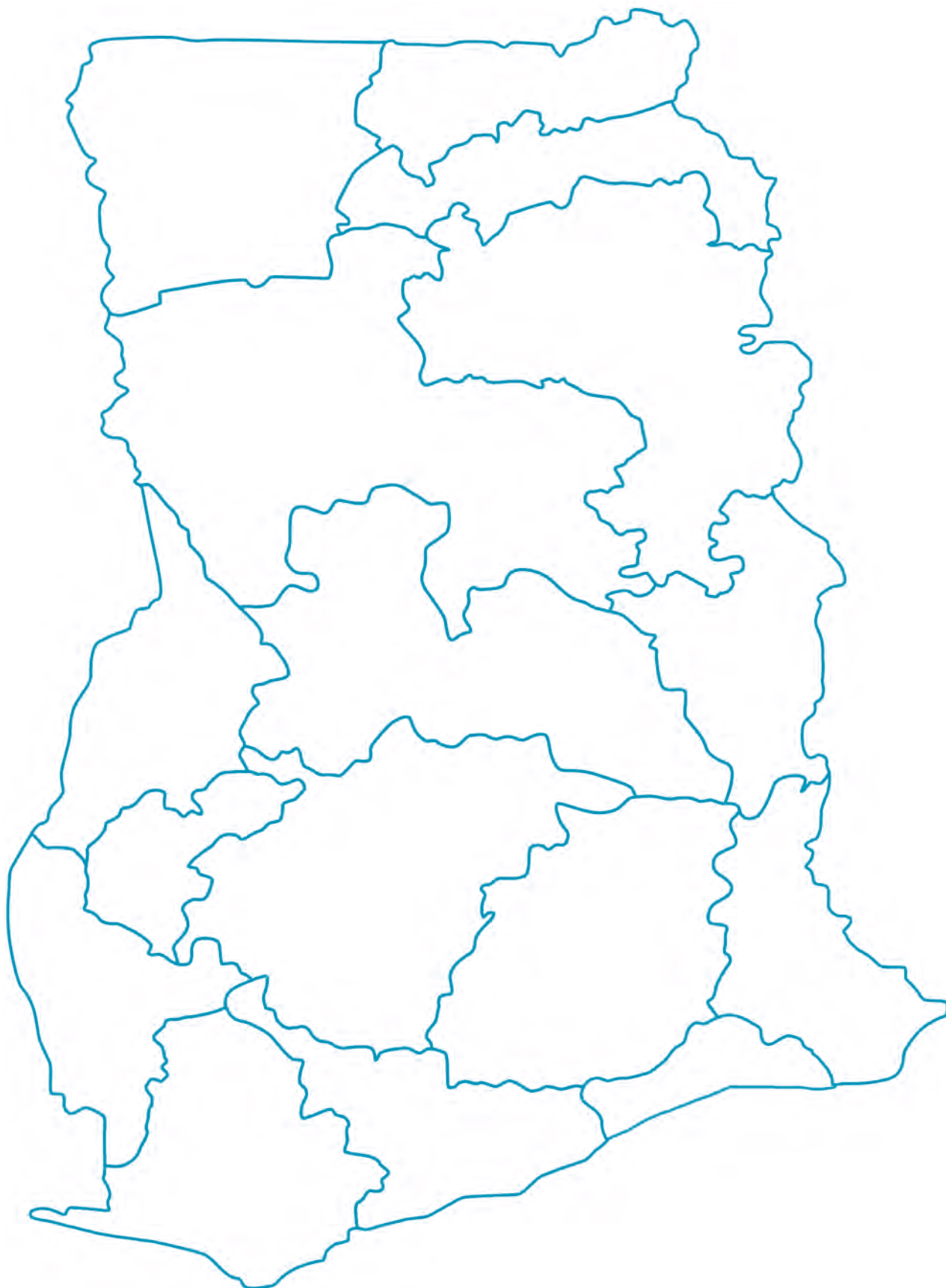
Find the names of 16 regions and capitals in the word search.

a	n	b	d	i	g	h	f	o	p	u	g
b	o	t	i	b	m	o	m	a	n	e	f
n	r	a	m	o	e	j	l	t	o	i	v
o	t	n	i	n	d	a	m	o	n	g	o
a	h	a	f	o	r	t	s	h	t	i	l
k	e	l	s	o	w	e	s	t	e	b	t
g	r	e	a	t	e	r	a	c	c	r	a
q	n	r	v	j	s	k	s	e	h	l	r
z	w	i	a	v	t	r	h	n	i	d	t
y	m	g	n	u	e	p	a	t	m	y	g
u	g	u	n	o	r	q	n	r	a	z	h
r	o	w	a	y	n	r	t	a	n	a	i
y	a	z	h	o	j	s	i	l	w	b	j
u	s	e	k	w	o	t	u	v	x	c	k
b	o	l	g	a	t	a	n	g	a	d	l



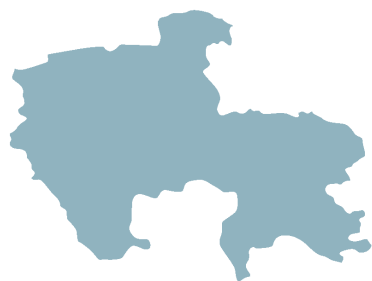
## Resource 2: Map of Ghana worksheet

Fill in the names of the regions and capitals on this map of Ghana.



### Resource 3: Region and capital city cards

Cut out the cards to play a matching memory game or snap. Match the regions to their capitals.



**Ashanti Region**



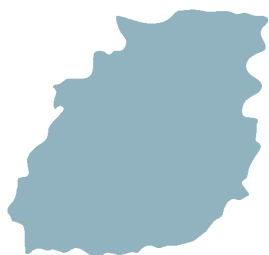
**Ashanti Region**



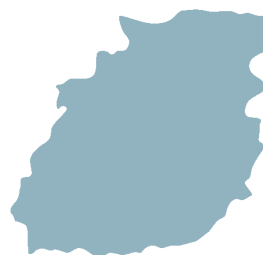
**Western Region**



**Western Region**



**Eastern Region**



**Eastern Region**



**Volta Region**



**Volta Region**

Resource 3 continued



**Kumasi**



**Kumasi**



**Sekondi-Takoradi**



**Sekondi-Takoradi**



**Koforidua**



**Koforidua**



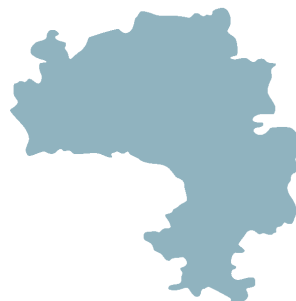
**Ho**



**Ho**



## Resource 3 continued

**Northern Region****Northern Region****Bono East Region****Bono East Region****Central Region****Central Region****Greater Accra  
Region****Greater Accra  
Region**

## Resource 3 continued



**Tamale**



**Tamale**



**Techiman**



**Techiman**



**Cape Coast**



**Cape Coast**



**Accra**



**Accra**



## Resource 3 continued

**Upper East Region****Upper East Region****Upper West Region****Upper West Region****Bono Region****Bono Region****Ahafo Region****Ahafo Region**



## Resource 3 continued



●  
**Bolgatanga**



●  
**Bolgatanga**



●  
**Wa**



●  
**Wa**



●  
**Sunyani**



●  
**Sunyani**



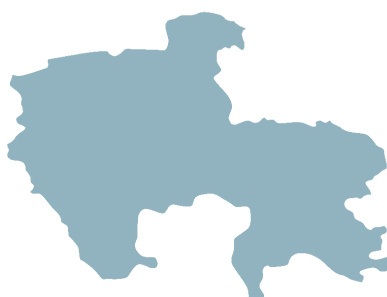
●  
**Goaso**



●  
**Goaso**



## Resource 3 continued

**Oti Region****Oti Region****North East Region****North East Region****Savannah Region****Savannah Region****Western North  
Region****Western North  
Region**

Resource 3 continued



●  
**Dambai**



●  
**Dambai**



●  
**Nalerigu**



●  
**Nalerigu**



●  
**Damongo**



●  
**Damongo**



●  
**Sefwi Wiawso**



●  
**Sefwi Wiawso**



## Resource 4: Festival worksheet

Write the name of the festival next to its picture.

**Adae Kese festival**

**Damba festival**

**Hogbetsotso festival**

**Bugum (fire) festival**

**a**



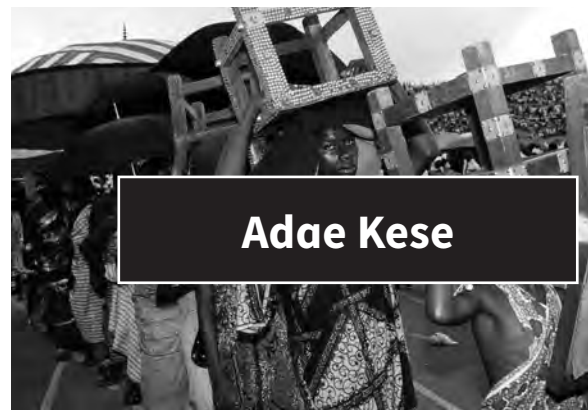
\_\_\_\_\_ festival

**b**



\_\_\_\_\_ festival

**c**



\_\_\_\_\_ festival

**d**



\_\_\_\_\_ festival





## Resource 5: Ethnic group worksheet

Fill in the table for each ethnic group.

Characteristic	Ethnic group: _____
Language they speak	<div></div> <div></div> <div></div>
Clothing they wear	<div></div> <div></div> <div></div>
Food they eat	<div></div> <div></div> <div></div>
Celebrations/ festivals	<div></div> <div></div> <div></div>
Festivals	<div></div> <div></div> <div></div>
Where they live	<div></div> <div></div> <div></div>
Work they do	<div></div> <div></div> <div></div>

## Resource 6: Castle and fort worksheet

Draw or sketch lines to match the fort or castle to its name.

Castle or fort		Name
a		Cape Coast Castle
b		Fort William
c		Osu Castle
d		Elmina Castle








## Resource 7: Other forts in Ghana worksheet

Fill in the location and date for other forts in Ghana.

[illegible]

## Resource 8: Outstanding women in Ghana worksheet

Draw or sketch lines to match the woman to their outstanding work.

Woman	Outstanding achievement
<b>a</b> Justice Joyce Bamford-Addo 	First woman pilot.
<b>b</b> Squadron Leader Melody Danquah 	First woman Speaker of Parliament.
<b>c</b> Mrs. Charity Zormelo-Fiawoo 	First woman editor of a national newspaper.
<b>d</b> Chief Justice Georgina Wood 	First woman to graduate from university.
<b>e</b> Mrs. Elizabeth Ohene 	First woman Chief Justice.

## Resource 9: Regions and capitals revision worksheet

Match the capital city to the region.

**1** Damongo

**2** Sekondi-Takoradi

**3** Tamale

**4** Sunyani

**5** Goaso

**6** Nalerigu

**7** Koforidua

**8** Kumasi

**9** Techiman

**10** Dambai

**a** Oti Region

**b** North East Region

**c** Bono Region

**d** Bono East Region

**e** Western Region

**f** Savannah Region

**g** Ahafo Region

**h** Ashanti Region

**i** Eastern Region

**j** Northern Region

## Resource 10: Barter items worksheet

Find 13 items that the Ghanaian, West African and European bartered with in this word search.

k	o	l	a	n	u	t	s	f
g	w	g	r	a	i	n	s	h
m	e	t	a	l	i	n	t	s
b	c	r	u	m	v	c	w	c
e	j	g	h	g	o	l	d	l
a	z	u	x	y	r	y	s	o
d	o	n	k	e	y	s	u	t
s	p	s	a	l	t	t	g	h
q	l	i	r	o	n	r	a	c
t	o	b	a	c	c	o	r	b

## Resource 11: Bartering cards



**Rum**



**Brandy**



**Gin**



**Tobacco**



**Salt**



**Copper pots**

## Resource I I: Bartering cards



**Kola nuts**



**Gold nuggets**



**Schnapps**



**Iron**



**Grains**



**Gunpowder**



## Resource 11: Bartering cards



**Gold jewellery**



**Horses and donkeys**



**Gold dust**



**Guns**



**Metal knives**



**Cloth and beads**

## Resource 11: Bartering cards



**Wax print cloth**



**Sugar**



**Mirror**



**Beads**



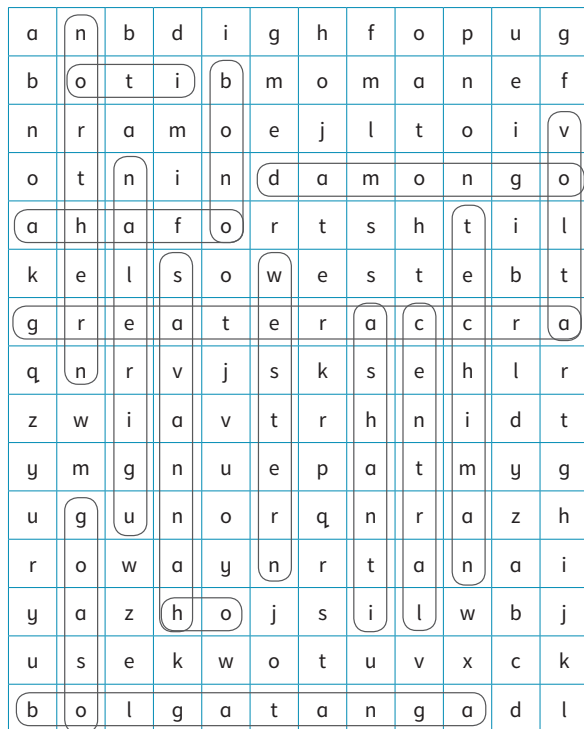
**Metal objects**



**Elephant tusks**




## Resource 1: Regions and capitals worksheet (Answers)

Find the names of 16 regions and capitals in the word search.



## Resource 4: Festival worksheet (Answers)

Write the name of the festival next to its picture.

<p><b>Adae Kese festival</b></p> <p><b>Damba festival</b></p> <p><b>Hogbetsotso festival</b></p> <p><b>Bugum (fire) festival</b></p>	<p><b>a</b> </p> <p><b>Hogbetsotso</b> festival</p>
<p><b>b</b> </p> <p><b>Damba</b> festival</p>	<p><b>c</b> </p> <p><b>Adae Kese</b> festival</p>
<p><b>d</b> </p> <p><b>Bugum</b> festival</p>	

## Resource 5: Ethnic group worksheet (Answers)

Fill in the table for each ethnic group.

	Ethnic group		
Characteristic	Akan	Ewe	Mole-Dagbani
Language	Twi, Fante and Bia	Anlo, Awuna and Hudu Kotafoa	Dagbani and Mamprusi, languages part of the Gur language spoken in Ghana.
Clothing	<ul style="list-style-type: none"> <li>They wear Kente cloth.</li> <li>Women and girls wear dresses with different patterns. They also wear a patterned head scarf.</li> <li>Men and boys wear patterned robes that wrap around their body.</li> </ul>	<ul style="list-style-type: none"> <li>Men and boys wrap the traditional kente cloth around their body and tie it at one shoulder. They also wear hats made from kente cloth.</li> <li>Women and girls wear kente cloth tied around their hips and chest.</li> <li>Women wear pearls and gold beads around their hips, ankles and arms.</li> <li>Men wear the beads around their necks and wrists. They wear gold rings on their fingers.</li> </ul>	<p>The Mole-Dagbani wear traditional smocks, hats, dresses and head scarves that have coloured stripes. The smocks that men and boys wear are in the shape of a 'dondon' drum. Different smocks are worn at different times:</p> <ul style="list-style-type: none"> <li>A yensichi smock is worn in everyday life.</li> <li>The batakari and yable smocks are worn at special times, such as festivals and celebrations.</li> </ul>





	Ethnic group		
Characteristic	Akan	Ewe	Mole-Dagbani
<b>Food</b>	Fufu soup, ampesi and kontomire stew and mpoto mpoto.	Maize and yam. Many Ewe like to eat Akple (also called banku) and fetri detsi.	Tuo Zaafi is made with corn flour or millet flour, jute leaves and goat, beef or lamb.
<b>Celebrations/ festivals</b>	Adae Kese festival	(by Anlo) Hogbetsotso festival	Damba festival
<b>Where they live</b>	Bono, Ashanti, Eastern, Western and Central Regions.	Volta	Upper West, Upper East and Northern Regions
<b>Work they do</b>	People who live close to forests farm foods like cassava, yam, plantain, cocoa oil and palm oil.	They make and sell items made from kente cloth and clay. Some are fisherpeople	The people of the Northern Region weave baskets out of veta vera grass.

	Ethnic group	
Characteristic	Guan	Ga-Adangbe
<b>Language</b>	The Guan from the south of Ghana speak Gua, Awutu and Cherepon. The people from the north of Ghana speak Gikyode, Chumburung, Gonja and Nkonya.	The Ga and Dangme languages are spoken by many Ga-Adangbe.
<b>Clothing</b>	Gonja cloth comes from the Northern Region of Ghana. It is a cloth made from cotton, which is handwoven on looms in strips. The Gonja of the Guan ethnic group wear a traditional smock made from Gonja cloth. The colours of these smocks are usually blue, brown and black but smocks can also be made in different colours.	Kente or wax print cloth in different patterns. People wear special clothing at celebrations and festivals. They also wear jewellery like the koli and adiangba beads (called Aggrey beads) that are made from wood.
<b>Food</b>	Tuo Zaafi is one of the local foods of the Mole-Dagbani. It is made with corn flour or millet flour, jute leaves and goat, beef or lamb.	Kenkey, eaten with fried fish, hot ground pepper and red and green chillies.
<b>Celebrations/ festivals</b>	Guan in the Central regions (Winneba) celebrate the Aboakyer festival.	Homowo festival, Asafotu fiam
<b>Where they live</b>	North East, Savannah, Northern, Bono. Bono East, Oti, Western North, Western, Central and Eastern	The Ga-Adangbe live in the Greater Accra Region. The Dangme live to the east of the Accra coast and the Ga live to the west of the Accra coast.
<b>Work they do</b>	The Gonja farm maize and grains like millet and sorghum.	Fishermen and women. The Ga learn how to trade when they are children. They learn about fishing, making salt, looking after animals and farming. Many Ga also make crafts out of wood, beads and clay.



## Resource 6: Castle and fort worksheet (Answers)

Draw or sketch lines to match the fort or castle to its name.

Castle or Fort		Name
a		Cape Coast Castle
b		Fort William
c		Osu Castle
d		Elmina Castle

Connections: Line from 'a' to 'Fort William', line from 'b' to 'Osu Castle', line from 'c' to 'Cape Coast Castle', line from 'd' to 'Elmina Castle'.






## Resource 7: Other forts in Ghana worksheet 3 (Answers)

Fill in the location and date for other forts in Ghana.

Fort	Location	When it was built
Fort San Sebastian	Shama	1526
Fort Sao Jago	Elmina	1652
Fort Amsterdam	Abandze	1638
Fort Hope	Senya Breku	1667
Fort Metal Cross	Dixcove	1683
Fort Patience	Apam	1702
Fort Apollonia	Beyin	1770
Fort Batenstein	Butre	1656
Fort Orange	Sekondo	1704
Fort St. Anthonio	Axim	1515
Fort Friederichsburg	Princess Town	1683
Fort Nassau	Mouri	1612
Fort Fredensborg	Old Ningo	1734
Fort Vernon	Ningo Pramram	1783

Resource 8: Outstanding women in Ghana worksheet (Answers)

Draw or sketch lines to match the woman to their outstanding work.

Woman	Outstanding achievement
<b>a</b> Justice Joyce Bamford-Addo 	First woman pilot.
<b>b</b> Squadron Leader Melody Danquah 	First woman Speaker of Parliament.
<b>c</b> Mrs. Charity Zormelo-Fiawoo 	First woman editor of a national newspaper.
<b>d</b> Chief Justice Georgina Wood 	First woman to graduate from university.
<b>e</b> Mrs. Elizabeth Ohene 	First woman Chief Justice.

Resource 9: Regions and capitals revision worksheet (Answers)

Match the capital city to the region.

<b>1</b> Damongo	<b>a</b> Oti Region
<b>2</b> Sekondi-Takoradi	<b>b</b> North East Region
<b>3</b> Tamale	<b>c</b> Bono Region
<b>4</b> Sunyani	<b>d</b> Bono East Region
<b>5</b> Goaso	<b>e</b> Western Region
<b>6</b> Nalerigu	<b>f</b> Savannah Region
<b>7</b> Koforidua	<b>g</b> Ahafo Region
<b>8</b> Kumasi	<b>h</b> Ashanti Region
<b>9</b> Techiman	<b>i</b> Eastern Region
<b>10</b> Dambai	<b>j</b> Northern Region

Resource 10: Barter items worksheet (Answers)

Find 13 items that the Ghanaian, West African and European bartered with in this word search.

k	o	l	a	n	u	t	s	f
g	w	g	r	a	i	n	s	h
m	e	t	a	l	i	n	t	s
b	c	r	u	m	v	c	w	c
e	j	g	h	g	o	l	d	l
a	z	u	x	y	r	y	s	o
d	o	n	k	e	y	s	u	t
s	p	s	a	l	t	t	g	h
q	l	i	r	o	n	r	a	c
t	o	b	a	c	c	o	r	b



## Checklists and Rubrics

## Learner observation checklist

Learner's name: \_\_\_\_\_ Year: \_\_\_\_\_

Basic: \_\_\_\_\_ Subject: \_\_\_\_\_

[illegible]

Checklists and Rubrics (continued)

Class observation checklist

Learners' names	Content standard assessed	Date	Mark

## Checklists and Rubrics (continued)

### Group work checklist

Names of learners in the group: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Activity: \_\_\_\_\_

Date: \_\_\_\_\_

	Always	Sometimes	Seldom	Never
We participated equally.				
We contributed ideas and made suggestions.				
We listened to one another.				
We asked one another useful questions.				
We provided helpful feedback.				
We settled any arguments in a friendly and positive way.				
We shared the workload.				
We helped and encouraged one another.				
We stayed focused on the activity requirements.				
We completed our individual parts of the activity.				
We worked together as a team to complete the activity.				

## Checklists and Rubrics (continued)

### Rubric for interviews

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is well-prepared and has researched the sub-strand well</li> <li>• introduces the topic and person being interviewed clearly in a vibrant and interesting way, providing all of the necessary details</li> <li>• asks appropriate, open-ended questions to obtain relevant and specific information about the sub-strand</li> <li>• uses appropriate language, gestures and techniques.</li> </ul>
2	75–79%	Proficient (P)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• is mostly well-prepared and has researched the sub-strand</li> <li>• introduces the topic and person being interviewed clearly and in an interesting way, providing most of the necessary details</li> <li>• asks mostly appropriate, open-ended questions to obtain relevant and specific information about the sub-strand</li> <li>• uses appropriate language, gestures and techniques most of the time.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• had done some preparation and research on the sub-strand</li> <li>• introduces the topic and person being interviewed clearly, providing some of the necessary details</li> <li>• asks some appropriate, open-ended questions to obtain relevant and specific information about the sub-strand</li> <li>• uses appropriate language, gestures and techniques only some of the time.</li> </ul>
4	65–69%	Developing (D)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• has done very little preparation and research on the sub-strand</li> <li>• introduces the topic and person being interviewed, but provides no detail</li> <li>• asks very few appropriate, open-ended questions to obtain relevant and specific information about the sub-strand</li> <li>• uses almost no appropriate language, gestures and techniques.</li> </ul>
5	64% and below	Beginning (B)	<p>The learner:</p> <ul style="list-style-type: none"> <li>• has done no preparation and research on the sub-strand</li> <li>• does not introduce the topic and person being interviewed</li> <li>• does not ask appropriate, open-ended questions to obtain relevant and specific information about the sub-strand</li> <li>• does not use appropriate language, gestures and techniques</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for posters

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains all of the important points and details required</li> <li>contains accurate information, which is well-organised, and easy to read and understand</li> <li>uses excellent language and visual elements</li> <li>displays excellent layout and design elements.</li> </ul>
2	75–79%	Proficient (P)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains most of the important points and details required</li> <li>contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>uses good-quality language and visual elements</li> <li>displays good layout and design elements.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains some of the important points and details required</li> <li>contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>uses some good-quality language and visual elements</li> <li>displays some good layout and design elements.</li> </ul>
4	65–69%	Developing (D)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains few of the important points and details required</li> <li>contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>uses few good-quality language and visual elements</li> <li>displays few good layout and design elements.</li> </ul>
5	64% and below	Beginning (B)	<p>The poster:</p> <ul style="list-style-type: none"> <li>contains none of the important points and details required</li> <li>contains no accurate information, which is poorly organised and not easy to read and understand</li> <li>uses no good-quality language and visual elements</li> <li>displays no good layout and design elements.</li> </ul> <p>The learner needs teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for role plays

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present all points and ideas clearly and logically</li> <li>• use well-researched and factual information</li> <li>• perform their roles convincingly and with enthusiasm</li> <li>• speak confidently and clearly</li> <li>• demonstrate excellent body language skills including eye contact and gestures</li> <li>• use props effectively</li> <li>• demonstrate excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present most points and ideas clearly and logically</li> <li>• use mostly well-researched and factual information</li> <li>• perform their roles accurately and mostly with enthusiasm</li> <li>• speak confidently and clearly most of the time</li> <li>• demonstrate good body language skills including eye contact and gestures</li> <li>• use props well</li> <li>• demonstrate good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some points and ideas clearly and logically</li> <li>• use some information that is well-researched and factual</li> <li>• perform their roles adequately and with some enthusiasm</li> <li>• speak confidently and clearly some of the time</li> <li>• demonstrate adequate body language skills including eye contact and gestures</li> <li>• use some props but not well</li> <li>• demonstrate adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present some points and ideas, but with little logical structure</li> <li>• use little information that is researched and factual</li> <li>• perform their roles poorly and with little enthusiasm</li> <li>• speak nervously and unclearly</li> <li>• demonstrate few body language skills</li> <li>• use only a few props poorly</li> <li>• demonstrate poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• present points and ideas incoherently with no logical structure</li> <li>• use no researched and factual information</li> <li>• perform their roles ineffectively and with no enthusiasm</li> <li>• speak nervously and unclearly</li> <li>• demonstrate no body language skills</li> <li>• use no props</li> <li>• demonstrate no teamwork.</li> </ul> <p>Learners need teacher support.</p>



## Checklists and Rubrics (continued)

### Rubric for presentations/speeches (oral and digital)

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	Learners: <ul style="list-style-type: none"> <li>• present all information and ideas clearly and logically</li> <li>• use well-researched and factual information</li> <li>• speak confidently and clearly</li> <li>• demonstrate excellent body language skills</li> <li>• show excellent use of time management</li> <li>• demonstrate excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	Learners: <ul style="list-style-type: none"> <li>• present most points and ideas clearly and logically</li> <li>• use mostly well-researched and factual information</li> <li>• speak confidently and clearly most of the time</li> <li>• demonstrate good body language skills</li> <li>• show good use of time management</li> <li>• demonstrate good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	Learners: <ul style="list-style-type: none"> <li>• present some points and ideas clearly and logically</li> <li>• use some information that is well-researched and factual</li> <li>• speak confidently and clearly some of the time</li> <li>• demonstrate adequate body language skills</li> <li>• show adequate use of time management</li> <li>• demonstrate adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	Learners: <ul style="list-style-type: none"> <li>• present some points and ideas, but with little logical structure</li> <li>• use little information that is researched and factual</li> <li>• speak nervously and unclearly</li> <li>• demonstrate few body language skills</li> <li>• show poor use of time management</li> <li>• demonstrate poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	Learners: <ul style="list-style-type: none"> <li>• present points and ideas incoherently with no logical structure</li> <li>• use no researched and factual information</li> <li>• speak nervously and unclearly</li> <li>• demonstrate no body language skills</li> <li>• show no time management</li> <li>• demonstrate no teamwork.</li> </ul> Learners need teacher support.

## Checklists and Rubrics (continued)

### Rubric for pair work (assessment by teacher)

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen to each other and respond appropriately</li> <li>• ask each other useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage each other all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen to each other and respond appropriately most of the time</li> <li>• ask each other useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage each other most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen to each other and respond appropriately some of the time</li> <li>• ask each other useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage each other some of the time</li> <li>• stay focused on the activity requirements some of the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask each other few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer each other little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt each other constantly without any listening</li> <li>• ask each other no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide each other with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for group work (assessment by teacher)

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do more than required</li> <li>• contribute excellent ideas and suggestions</li> <li>• actively listen and respond appropriately</li> <li>• ask useful and appropriate questions</li> <li>• settle arguments in a friendly and positive way</li> <li>• help and encourage one another all the time</li> <li>• stay focused on activity requirements all the time</li> <li>• display excellent teamwork.</li> </ul>
2	75–79%	Proficient (P)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate equally and do what is required</li> <li>• contribute good ideas and suggestions</li> <li>• listen and respond appropriately most of the time</li> <li>• ask useful and appropriate questions most of the time</li> <li>• settle arguments in a friendly and positive way most of the time</li> <li>• help and encourage one another most of the time</li> <li>• stay focused on activity requirements most of the time</li> <li>• display good teamwork.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate but not equally</li> <li>• contribute some good ideas and suggestions</li> <li>• listen and respond appropriately some of the time</li> <li>• ask useful and appropriate questions some of the time</li> <li>• settle arguments in a friendly and positive way some of the time</li> <li>• help and encourage one another some of the time</li> <li>• stay focused on the activity requirements some of the time</li> <li>• display adequate teamwork.</li> </ul>
4	65–69%	Developing (D)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• participate unequally and with little enthusiasm</li> <li>• contribute few good ideas and suggestions</li> <li>• interrupt each other constantly, with very little listening</li> <li>• ask few useful and appropriate questions</li> <li>• struggle to settle arguments appropriately</li> <li>• offer one another little help and encouragement</li> <li>• struggle to stay focused on the activity requirements and need some teacher reminders</li> <li>• display poor teamwork.</li> </ul>
5	64% and below	Beginning (B)	<p>Learners:</p> <ul style="list-style-type: none"> <li>• struggle to participate and need teacher intervention</li> <li>• struggle to contribute appropriate ideas and suggestions</li> <li>• interrupt one another constantly without any listening</li> <li>• ask no useful and appropriate questions</li> <li>• are unable to settle arguments appropriately</li> <li>• provide one another with no help and encouragement</li> <li>• are unable to stay focused on the activity requirements without constant teacher reminders</li> <li>• display no teamwork.</li> </ul> <p>Learners need teacher support.</p>

## Checklists and Rubrics (continued)

### Rubric for projects

Level of Proficiency	Equivalent Numerical Grade	Meaning	Description
1	80% +	Advance (A)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a well-developed and researched theme</li> <li>• contains all of the important points and details required</li> <li>• contains accurate information, which is well-organised, and easy to read and understand</li> <li>• is highly original and creative</li> <li>• uses excellent language and visual elements</li> <li>• contains excellent layout and design elements</li> <li>• demonstrates exceptional use of multimedia.</li> </ul>
2	75–79%	Proficient (P)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a developed and researched theme</li> <li>• contains most of the important points and details required</li> <li>• contains accurate information, which is mostly well-organised, and easy to read and understand</li> <li>• is original and creative</li> <li>• uses good-quality language and visual elements</li> <li>• contains good layout and design elements</li> <li>• demonstrates good use of multimedia.</li> </ul>
3	70–74%	Approaching Proficiency (AP)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a partly developed and researched theme</li> <li>• contains some of the important points and details required</li> <li>• contains some accurate information, which is only partly well-organised, and somewhat easy to read and understand</li> <li>• has some original and creative elements</li> <li>• uses some good-quality language and visual elements</li> <li>• contains some good layout and design elements</li> <li>• demonstrates adequate use of multimedia.</li> </ul>
4	65–69%	Developing (D)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has a poorly-developed and poorly-researched theme</li> <li>• contains few of the important points and details required</li> <li>• contains very little accurate information, which is poorly organised, and not easy to read and understand</li> <li>• has few original and creative elements</li> <li>• uses poor-quality language and visual elements</li> <li>• contains poor-quality layout and design elements</li> <li>• demonstrates poor use of multimedia.</li> </ul>
5	64% and below	Beginning (B)	<p>The project:</p> <ul style="list-style-type: none"> <li>• has no theme</li> <li>• contains none of the important points and details required</li> <li>• contains inaccurate information, which is poorly organised, and not easy to read and understand</li> <li>• has no original and creative elements</li> <li>• uses no or inappropriate language and visual elements</li> <li>• contains no or inappropriate layout and design elements</li> <li>• uses no forms of multimedia.</li> </ul> <p>The learner needs teacher support.</p>







ESSENTIAL

# History of Ghana

## Primary 2

Teacher's Guide

**Cambridge ESSENTIAL History of Ghana Primary** offers you an authentic and interactive print course in History. The course has been developed in accordance with the new Standards-based curriculum by the National Council for Curriculum and Assessment (NaCCA). It offers learners relevant, real-world content to broaden their learning and understanding through critical thinking skills.

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- clear language for easy understanding and learning
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- features linked to ICT, given in real-world contexts
- revision and self-assessment sections throughout the book, which facilitate evaluation of learners' progress
- glossaries to explain the meanings of unfamiliar words.

**A Teacher's Guide that offers:**

- integration, core competencies and learning domain matrixes that show comprehensive coverage per unit
- clear teaching guidelines
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